

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180003

Grants.gov Tracking#: GRANT12653008

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180003

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/15/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Washington

* b. Employer/Taxpayer Identification Number (EIN/TIN):

91-6001537

* c. Organizational DUNS:

0428035360000

d. Address:

* Street1:

4333 Brooklyn Ave NE

Street2:

Box 359472

* City:

Seattle

County/Parish:

King

* State:

WA: Washington

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

98195-9472

e. Organizational Unit:

Department Name:

Jackson School of Int. Studies

Division Name:

Canada Studies

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Carol

Middle Name:

* Last Name:

Rhodes

Suffix:

Title: Director, Office of Sponsored Programs

Organizational Affiliation:

University of Washington

* Telephone Number:

206.543.4043

Fax Number:

206.685.1732

* Email:

osp@uw.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Centers & Foreign Language & Area Studies Fellowships Program--CANADA

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

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17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="574,459.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="574,459.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Washington

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	131,431.00	141,461.00	134,741.00	142,630.00		550,263.00
2. Fringe Benefits	45,286.00	48,692.00	46,820.00	49,442.00		190,240.00
3. Travel	14,910.00	12,410.00	12,410.00	12,410.00		52,140.00
4. Equipment						
5. Supplies	11,000.00	11,000.00	11,000.00	11,000.00		44,000.00
6. Contractual	62,150.00	52,650.00	61,050.00	50,550.00		226,400.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	264,777.00	266,213.00	266,021.00	266,032.00		1,063,043.00
10. Indirect Costs*	23,182.00	21,297.00	21,282.00	21,283.00		87,044.00
11. Training Stipends	286,500.00	286,500.00	286,500.00	286,500.00		1,146,000.00
12. Total Costs (lines 9-11)	574,459.00	574,010.00	573,803.00	573,815.00		2,296,087.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/21/2017 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 8.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180003

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
University of Washington		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Richard S Sewell	Director, Office of Sponsored Programs
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Washington	06/15/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="University of Washington"/> * Street 1 <input type="text" value="4333 Brooklyn Avenue NE"/> Street 2 <input type="text" value="Box 359472"/> * City <input type="text" value="Seattle"/> State <input type="text" value="WA: Washington"/> Zip <input type="text" value="98195-9472"/> Congressional District, if known: <input type="text" value="WA-007"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Richard S Sewell"/> * Name: Prefix <input type="text" value="Ms."/> * First Name <input type="text" value="Carol"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Rhodes"/> Suffix <input type="text"/> Title: <input type="text" value="Director, Office of Sponsored Programs"/> Telephone No.: <input type="text" value="206.543.4043"/> Date: <input type="text" value="06/15/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1236-GEPA.pdf

Add Attachment

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PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
University of Washington and Western Washington University Institutional Policies
US Department of Education General Education Provisions Act (GEPA Section 427)
Plan for Ensuring Equity of Access and Participation in Grant Activities

Following is a clear and succinct description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs (including gender, race, national origin, color, disability, and age). The Pacific Northwest National Resource Center (the Consortium) ensures equitable access to and participation in its courses and programs via the following policies:

1. No student, educator, or member of the general public shall be turned away from program participation due to being economically disadvantaged or for any other reason related to barriers that can impede equitable access to programming;
2. All programming will include a certain percentage of time devoted to issues of gender, race, national origins, color, disability, or age in order to meet the needs of all audience members;
3. All registration procedures for events and outreach programs include notification of accommodation for special needs. Any attendees with special needs are accommodated through physical, visual, and auditory access to the program as required. When designing Canadian Studies programs and outreach events, disabled access is always a planning priority, as is targeting underrepresented groups when promoting events.

In 2018–22 the Consortium will include these provisions on its websites and, where applicable, on program publicity. To decrease barriers to participation in Consortium activities, we will strive to accomplish the above goals and to ensure our future effectiveness in providing equity of access and participation in grant activities via ongoing evaluations. In response, we will explore new strategies to increase participation in the event that we are not achieving adequate success.

The main themes of the Consortium’s 2018–22 proposal are designed to make our activities more inclusive of various individuals and communities. This includes raising the visibility of Indigenous voices and influence in domestic and international relations via the focus on indigeneity in Consortium courses and programs. In the Consortium, 15% of affiliated faculty in are from Indigenous communities and communities of color. In 2018–22 we will work to maintain or increase these numbers.

Approximately 40% of the research and teaching of the affiliated faculty focuses on topics related to Indigenous Peoples. The Arctic Studies minor and proposed minor in Salish Sea Studies include considerable Indigenous perspectives in their curricular design. At the K-12 level, new attention to Indigenous-centered education is being undertaken in the 2018–22 grant cycle. In 2015 the Washington State Legislature passed SB5433, which requires the inclusion of tribal sovereignty curriculum (*Since Time Immemorial: Tribal Sovereignty in Washington State*) be taught in all schools. The use of the curriculum has been endorsed by all 29 federally recognized tribes in Washington State. The Consortium is using this requirement to provide teacher training and materials on First Nations, Métis, and Inuit in Canada, including in areas that border Washington State.

African-Canadian perspectives are provided by C. Banks, Education Program, UW Bothell, in her courses on education; K. Fearn-Banks, in her courses in Communication; M. Smith, French and Italian Studies in her courses on African diaspora studies in francophone communities; and by Q. Taylor in his award-winning website BlackPast.org. In 2018–22 the Consortium will work with our faculty of color to support the enhanced inclusion of diverse content in the syllabi and in our programs.

Concerning age discrimination and access, both UW and WWU have ACCESS programs. The ACCESS program at the University of Washington is governed by Chapter 28B.15.540 of the Revised Code of Washington (RCW), allowing Washington State residents aged 60 and older to audit one or two university courses per quarter on a space-available basis. The program is a great opportunity to take full advantage of the extraordinary resources of the campus, the outstanding faculty, and the diverse student population. The Consortium has successfully encouraged ACCESS students to participate in Center activities, including the key role played by an ACCESS student in the creation of the Inuktitut Module in 2016–17. We will continue to grow our outreach to the senior members of our community.

The University of Washington and Western Washington University adhere to Affirmative Action goals as defined by the Office of Federal Contract Compliance Programs and the state of Washington and have well-established policies on equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam veteran. This applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

University of Washington, as a federal contractor, is required to maintain an affirmative action program to promote equal opportunity for the selection and advancement of all qualified individuals. The Provost and Executive Vice President is charged with ensuring compliance with the affirmative action program (by authority of Executive Order No. 4). The Office of Academic Personnel Director of Equal Opportunity and Affirmative Action has responsibility for the development, preparation, implementation, and oversight of the program. The 2017 Affirmative Action Plan addresses both academic personnel and staff with disabilities, minorities and women, and veterans. Its Affirmative Action Policy affirms equal opportunity “regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a protected veteran.” The policy applies to all UW programs and facilities. Equal Opportunity and Reasonable Accommodation Statements must appear in all announcements, bulletins, catalogs, or application forms made available to applicants for admission and employment and on all announcements of events open to the public, employees or students. A member of the UW faculty since 1986, A.M. Cauce became interim president in March 2015, having previously served as provost and executive vice president, and the UW Board of Regents selected her to become the UW’s 33rd president at a special meeting on October 13, 2015. Just one month into her role as interim president, she launched a race and equity initiative to create a more just and diverse community. As part of that initiative, A.M. Cauce noted, “Innovation happens when we bring new perspectives, ideas, experiences and solutions to the table. Diversity drives excellence and success. We cannot be a truly great university without it.... This is what universities are all about—places of discovery, of civil discourse, of difficult conversations—

where we learn new ways of looking at and acting in the world.” As a result of President Cauce’s leadership, some 30% of all 2017–18 first-year students were the first in their family to attend college.

UW’s progress in diversity as well as programs administered by the Office of Minority Affairs and Diversity. The *2017–2021 UW Diversity Blueprint* articulates UW’s tri-campus aspirations for becoming inclusive and providing an equitable environment for learning, research, and outreach. The *Blueprint* has six major goals: to cultivate an inclusive campus climate; to attract, retain, and graduate a diverse student body; to attract and retain a diverse faculty; attract and retain a diverse staff; to provide access to tri-campus diversity needs; and to improve accountability and transparency.

UW Policy Directory has a page dedicated to nondiscrimination and affirmative action as part of the UW’s Presidential Orders, Executive Order, No. 31 available at:

<http://www.washington.edu/admin/rules/policies/PO/EO31.html#1>. The Executive Order includes: 1) Nondiscrimination and Non-Retaliation; 2) Affirmative Action; 3) Access for Individuals with Disabilities; 4) Definitions (Discrimination, Harassment, Retaliation, Sexual harassment, Veteran status); 5) Application of Policy (Academic Freedom, Selective Admissions, Employment, Recruitment, Nondiscrimination, University Housing, Contracting; 6) Exceptions (Organizations Not Subject to Applicable Laws, University Housing, Citizenship Status; 7) Complaint Procedures; 8) Responsibility to Report and Cooperate; and 9) Consequences of Violation of Policy.

Western Washington University is committed to making a positive impact in the state of Washington and the world, with a shared focus on academic excellence and inclusive achievement. Under Western’s Policy on Implementing Affirmative Action Program, the University develops and implements an affirmative action program for people of color, women, people with disabilities, and veterans. Western is committed to ensuring equal opportunity and prohibiting illegal discrimination and inappropriate behavior based on the following protected characteristics in all aspects of employment, education, and program participation: race, color, religion, creed, national origin, sex (including pregnancy and parenting status), gender identity and expression, disability, age, veteran status, sexual orientation, marital status, and genetic information. This commitment is articulated in the University’s Policy on Ensuring Equal Opportunity and Prohibiting Discrimination and Retaliation. Under this policy, the University President delegates chief responsibility for compliance with civil rights laws to the Vice Provost for Equal Opportunity and Employment Diversity, who also serves as Western’s Title IX and ADA Coordinator. The University is committed to accessibility and provides reasonable accommodations to students, employees, and program participants.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Washington

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Carol Middle Name:
* Last Name: Rhodes Suffix:
* Title: Director, Office of Sponsored Programs

* SIGNATURE: Richard S Sewell

* DATE: 06/15/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Richard		Watts	

Address:

Street1:	University of Washington Canadian Studies Center
Street2:	Box 353650
City:	Seattle
County:	King
State:	WA: Washington
Zip Code:	98195-3650
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
206.616.3486	206.685.0668

Email Address:

rhwatts@uw.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

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PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA FY 2018 NRC PROJECT ABSTRACT

The Pacific Northwest National Resource Center on Canada (the Consortium), a collaboration between the University of Washington (UW) and Western Washington University (WWU), seeks funding for activities that generate and disseminate top-level research and educate tomorrow's leaders to confront some of the most critical issues facing the Canada-U.S. relationship—trade, climate, and security, in particular energy and environmental security—via the perspectives of our three areas of regional expertise: the Salish Sea (the cultural and ecological region spanning northwestern Washington State and southwestern British Columbia), Québec and francophone Canada, and the Canadian Arctic. The proposed activities will benefit from strong institutional support to fund new faculty lines in Salish Sea Studies and Arctic population health, strengthen our francophone Canada academic programs via the recent appointment of two scholars of Québec as program directors, and build Canadian content into the instructional programs at local community colleges (including a Title-III-eligible institution). As might be expected in relation to our shared areas of expertise, our programs over the next four-year cycle will keep Indigenous peoples in focus, especially in light of the growing influence of Canada's First Nations, Métis, and Inuit in ongoing negotiations between Canada and the U.S. The Consortium will also continue to develop language-training capacity in French and least commonly taught Indigenous languages (first and foremost, Inuktitut). Our outreach activities will include support for research on and the development of instructional materials for K-12 educators and provide teacher-training sessions on our three sub-national regions of expertise.

Through both institutional and past Title VI support and in response to student interest, the Consortium has developed comprehensive, rigorous, and regularized educational programming across the spectrum of Canadian studies: at the undergraduate level, majors and minors in Canadian Studies, a minor in Arctic Studies, majors and minors in French language studies with extensive and increasing Canadian content, and basic to intermediate study of Inuktitut; at the graduate level, cutting-edge programming and seminars on francophone Canada and the Canadian Arctic and extensive support for the study of Canada's languages. Expertise and capacity in cross-border economic, cultural, and environmental studies is rooted at WWU through the long-established Border Policy Research Institute and the recently established Salish Sea Institute. These institutes share a century-old heritage house with the Center for Canadian-American Studies, and together form a powerful campus center for the study of Canada and the Canada-U.S. relationship known as the Programs at Canada House. Advanced study and research on the Canadian Arctic and the Inuktitut language are well-developed at the Jackson School of International Studies (the Jackson School) at UW. We are the first and only National Resource Center in the U.S. to offer language training in Inuktitut, the only institution in the contiguous states to offer a minor in Arctic Studies, and one of just two institutions (with Dartmouth) to host a Canada Fulbright Chair in Arctic Studies. Through the northwestern Washington Community Engagement Fellows network, the Consortium has also established and strengthened partnerships with community colleges and minority-serving institutions, such as Whatcom Community College and Northwest Indian College, the only accredited Tribal College of the Northwest. Through these partnerships we will increase Canadian content in courses and programs at all three institutions.

The strength and success of the Border Policy Research Institute has opened opportunities for leadership in inquiry into the sustainability and resilience of the transboundary Salish Sea region. We seek funding for both curriculum development in Salish Sea Studies in order to introduce students to the region's complex ecologies and transboundary governance structure and a tenure line faculty position to support this emergent program. A new Salish Sea Studies minor will offer a place-based complement to the existing Canadian Studies major and minor and other programs of study.

The Consortium is also part of an extended bi-national region that includes the far Northern states/territories of Alaska, the Yukon, the Northwest Territories, and Nunavut. The Consortium is already a leader in Arctic Studies promoting research and education on issues critical to U.S. policy. Funding is requested to support the teaching and development of three subject courses for the Arctic minor and for the Inuktitut language sequence.

Recent infusion of francophone expertise will enable the Consortium to grow its capacity in language training and cultural studies. In 2018–22 the UW project director, R. Watts, with funding support from the Jackson School, will develop a direct-student enrollment agreement with l'Université Laval, Québec City to create a language- and cultural-immersion option in francophone Canada for students. The Consortium will utilize this relationship to increase French language participants. Instructional support for WWU's director, C. Keppie, is also requested to grow the ongoing biennial Summer in Montréal program, in partnership with Université du Québec à Montréal, to meet student demand for this high-impact learning experience. To enhance cultural and linguistic course offerings at WWU, funding is requested for course development for a Maritime Borders and Crossings course that will include units on francophone Canada and the Salish Sea, and will be cross-listed with Canadian-American Studies, Salish Sea Studies, and French.

In 2018–22 the Consortium will expand and enhance learning exchanges for faculty, students, and K-12 educators. In addition to the exchanges with Québec mentioned above, student study-in-Canada opportunities will be enhanced via new recruitment strategies for the Corbett British Columbia–Washington International Exchange Program Fund and the Killam Fellowship program, which will bring participation to capacity. For faculty, the Consortium and the Pacific Northwest Canadian Studies Consortium will expand the biennial faculty field course on the Columbia Treaty negotiations and provide professional development opportunities to participants in the Community Engagement Fellows network for learning exchange trips to other colleges and universities across the border in British Columbia.

Concerning the absolute priorities of the National Resource Center Program, the majority of the activities in our proposal reflect diverse perspectives and generate debate on world regions, including subnational regions in Canada; and we provide numerous high-quality teacher trainings, including activities in French. Our proposal responds to the two NRC competitive priorities—significant and sustained collaborative activities with minority-serving institutions and community colleges as well as collaborative activities with teacher-preparation programs; and to the two Foreign Language and Area Studies competitive priorities—prioritizing awards to students who demonstrate financial need and endeavoring to award at least 25% of fellowships in languages other than French.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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**PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIP PROGRAMS**

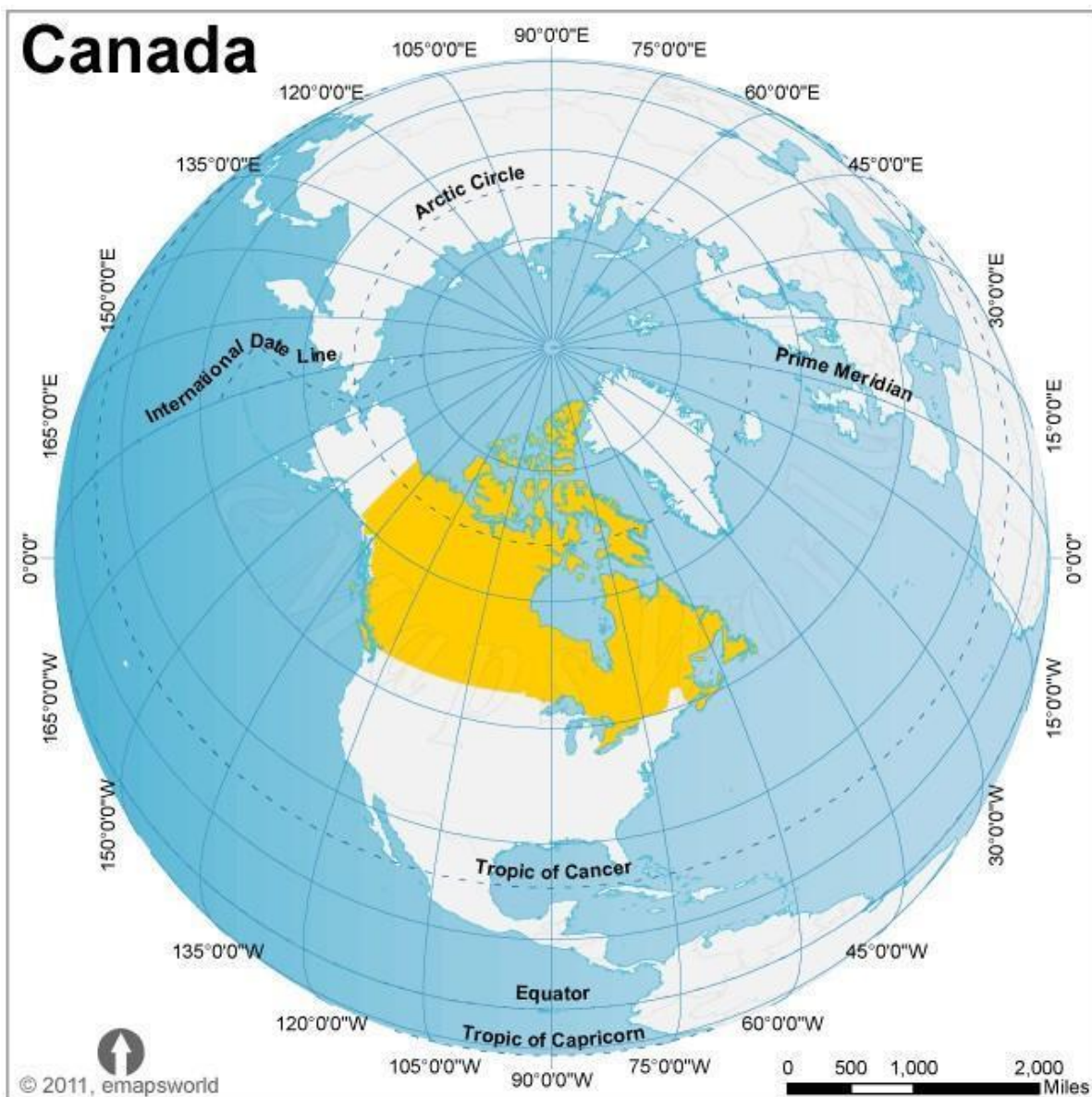
Canadian Studies Center, Henry M. Jackson School of International Studies,
University of Washington;
Center for Canadian-American Studies, Western Washington University

FEDERAL FUNDING OPPORTUNITY NUMBER (OPE) NATIONAL RESOURCE
CENTERS PROGRAM CFDA 84.015A

FEDERAL FUNDING OPPORTUNITY NUMBER: ED-GRANTS-052518-001

National Resource Program, CDFA 84.015A

Foreign Language and Area Studies Fellowships Program, CDFA 84.015B



**PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
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PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA FY 2018 NRC PROJECT ABSTRACT

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Through both institutional and past Title VI support and in response to student interest, the Consortium has developed comprehensive, rigorous, and regularized educational programming across the spectrum of Canadian Studies: at the undergraduate level, majors and minors in Canadian Studies, a minor in Arctic Studies, majors and minors in French language studies with extensive and increasing Canadian content, and basic to intermediate study of Inuktitut; at the graduate level, cutting-edge programming and seminars on francophone Canada and the Canadian Arctic and extensive support for the study of Canada's languages. Expertise and capacity in cross-border economic, cultural, and environmental studies is rooted at WWU through the long-established Border Policy Research Institute and the recently established Salish Sea Institute. These institutes share a century-old heritage house with the Center for Canadian-American Studies, and together form a powerful campus center for the study of Canada and the Canada-US relationship known as the Programs at Canada House. Advanced study and research on the Canadian Arctic and the Inuktitut language are well developed at the Jackson School of International Studies (the Jackson School) at UW. We are the first and only National Resource Center in the US to offer language training in Inuktitut, the only institution in the contiguous states to offer a minor in Arctic Studies, and one of just two institutions to host a Canada Fulbright Chair in Arctic Studies. Through the northwestern Washington Community Engagement Fellows network, the Consortium has also established and strengthened partnerships with community colleges and minority-serving institutions, such as Whatcom Community College and Northwest Indian College, the only accredited Tribal College of the Northwest. Through these partnerships, we will increase Canadian content in courses and programs at all three institutions.

Our longstanding commitments to Canadian Studies position us to respond to political and social developments while also creating new rationales for Title VI support. The strength and success of the Border Policy Research Institute has opened opportunities for leadership in inquiry into the sustainability and resilience of the transboundary Salish Sea region. We seek funding for both curriculum development in Salish Sea Studies in order to introduce students to the region's complex ecologies and transboundary governance structure and a tenure-line faculty position to support this emergent program. A new Salish Sea Studies minor will offer a place-based complement to the existing Canadian Studies major and minor and other programs of study.

The Consortium is also part of an extended bi-national region that includes the far Northern states/territories of Alaska, the Yukon, the Northwest Territories, and Nunavut. The Consortium is already a leader in Arctic Studies promoting research and education on issues critical to US policy. Funding is requested to support the teaching and development of three subject courses for the Arctic minor and for the Inuktitut language sequence.

Recent infusion of francophone expertise will enable the Consortium to grow its capacity in language training and cultural studies. In 2018–22 the UW project director, R. Watts, with funding support from the Jackson School, will develop a direct-student enrollment agreement with l'Université Laval (Québec City) to create a language- and cultural-immersion option in francophone Canada for students. The Consortium will utilize this relationship to increase French language participants. Instructional support for WWU's director, C. Keppie, is also requested to grow the ongoing biennial Summer in Montréal program, in partnership with Université du Québec à Montréal, to meet student demand for this high-impact learning experience. To enhance cultural and linguistic course offerings on francophone Canada at WWU, funding is requested for course development for a Maritime Borders and Crossings course that will include units on francophone Canada and the Salish Sea and will be cross-listed with Canadian-American Studies, Salish Sea Studies, and French.

In 2018-22, the Consortium will expand and enhance learning exchanges for faculty, students, and K-12 educators. In addition to the exchanges with Québec mentioned above, student study-in-Canada opportunities will be enhanced via new recruitment strategies for the Corbett British Columbia–Washington International Exchange Program Fund and the Killam Fellowship program, which will bring participation to capacity. For faculty, the Consortium and the Pacific Northwest Canadian Studies Consortium will expand the biennial faculty field course on the Columbia Treaty negotiations and provide professional development opportunities to participants in the Community Engagement Fellows network for learning exchange trips to other colleges and universities across the border in British Columbia.

Concerning the absolute priorities of the National Resource Center Program, the majority of the activities in our proposal reflect diverse perspectives and generate debate on world regions, including subnational regions in Canada; and we provide numerous high-quality teacher trainings, including many activities in French. Our proposal responds to the two NRC competitive priorities—significant and sustained collaborative activities with minority-serving institutions and community colleges as well as collaborative activities with teacher-preparation programs. Regarding the two Foreign Language and Area Studies competitive priorities, we prioritize awards to students who demonstrate financial need and endeavor to award at least 25% of fellowships in languages other than French, which we have done for several years.

PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA ACRONYMS

ACSUS	Association for Canadian Studies in the United States
ACTFL	American Council on the Teaching of Foreign Languages
AIS	American Indian Studies (UW)
APP	Appendix
ARCS	<i>American Review of Canadian Studies</i>
BC	British Columbia
BPRI	Border Policy Research Institute
C3	Center for Creative Conservation, College of the Environment (UW)
C/AM	Canadian-American Studies (WWU)
CEFRL	Common European Framework of Reference for Languages
Consortium	Pacific Northwest National Resource Center for the Study of Canada: UW and WWU
Edmonds	Edmonds Community College
FLAS	Foreign Language and Area Studies
FTE	Full-Time Equivalent
FY	Fiscal Year (same as academic year)
Impact Project	Area Studies Impact Evaluation Project
Jackson School	Henry M. Jackson School of International Studies (UW)
JSIS	Henry M. Jackson School of International Studies (UW)
LLC	Language Learning Center (UW)
MSI	Minority-Serving Institution
NCSS	National Council for the Social Studies
NRC	National Resource Center
NW Indian College	
NWIC	Northwest Indian College
PMF	Performance Measure Forms
PNWCSC	Pacific Northwest Canadian Studies Consortium
PNWER	Pacific Northwest Economic Region
Redfish	Redfish School of Change
SSS	Salish Sea Studies
TA	Teaching Assistant
U	University (of) / Université
UArctic	University of the Arctic
UBC	University of British Columbia
US DOE	United States Department of Education
UVic	University of Victoria
UW	University of Washington
WA	Washington
Whatcom	Whatcom Community College
WPI	World Policy Institute, New York
WWU	Western Washington University
YR/YRS	Year(s)

CRITERION A: PROGRAM PLANNING AND BUDGET

A.1. Activities: High Quality, Related to Purpose. The Pacific Northwest National Resource Center on Canada (the Consortium) seeks funding for activities that build on our areas of regional expertise – the Salish Sea, Canada’s Arctic, and Francophone Canada – to address the most critical issues facing Canada–US relations today, including trade relationships, climate impacts, and the growing influence of Indigenous Peoples in North America. Activities will leverage existing institutional support to: fund a faculty line in Salish Sea Studies; strengthen the Arctic and francophone Canada academic programs; enhance the instructional programs at community colleges; expand language-training capacity in French and Indigenous languages; support the development of instructional materials; and provide professional K-12 training.

Salish Sea: The most significant program goal for the Consortium in 2018-22 is to establish a faculty line in Indigenous Studies of the Salish Sea, housed at Canada House at Western Washington University (WWU). Canada House has negotiated an agreement with the Provost and Vice President for Academic Affairs to support the new position with Title VI bridge funding (see App. 5, Letter 1). The new faculty line will bring the Consortium’s number of instructional faculty who are 100% dedicated to Canadian Studies to five – more than any other program in the nation – and will facilitate the launch of the first minor in the country focused on this critical cross-border region: Salish Sea Studies. The Salish Sea is a bi-national region that spans Washington State (WA) and British Columbia (BC), officially renamed through the efforts of WWU biologist B. Webber and WWU cartographer S. Freelan, who created the Salish Sea map, now in wide use in the region. Building on this leadership and expertise, WWU formed Canada House Programs to bring together the Center for Canadian-American Studies (Center, est. 1971), the Border Policy Research Institute (BPRI, est. 2005), and the Salish Sea Institute

(SSI, est. 2017), with three directors and shared staff working collaboratively, significant curricular and public outreach initiatives, and a robust faculty affiliate program, all housed in a heritage building on campus. Strategic partnerships between our Consortium, regional community colleges, and universities in BC also support a rich network of Salish Sea experts and educators (see Figure A.1).

The new place-based multidisciplinary Salish Sea Studies curriculum will prepare students to work across multiple jurisdictions in government, industry, and education. The WWU Faculty Senate's Academic Coordinating Commission has approved the creation of the program and its unique prefix SALI to develop new courses in 2018–2019. The SALI curriculum committee is composed of faculty from six departments in four colleges, including the professional schools. We request bridge funding support for salary and benefits for the tenure line in YRS2–4 (50% split with the Provost's Office at WWU, assuming full salary thereafter) and for a visiting assistant professorship in YR1. The visiting assistant professor and new faculty member will enrich the minor with new and existing courses on Canadian history, Indigenous Peoples, and transboundary policy. The Consortium also requests support to integrate the Redfish School of Change into the SALI curriculum as a high impact capstone course. Vitally supported by the Consortium and Title VI in the last grant cycle, and organized by WWU's Huxley College of the Environment and the University of Victoria (UVic), Redfish is an intensive field school that takes students throughout Salish Sea communities for courses on ecology and leadership.

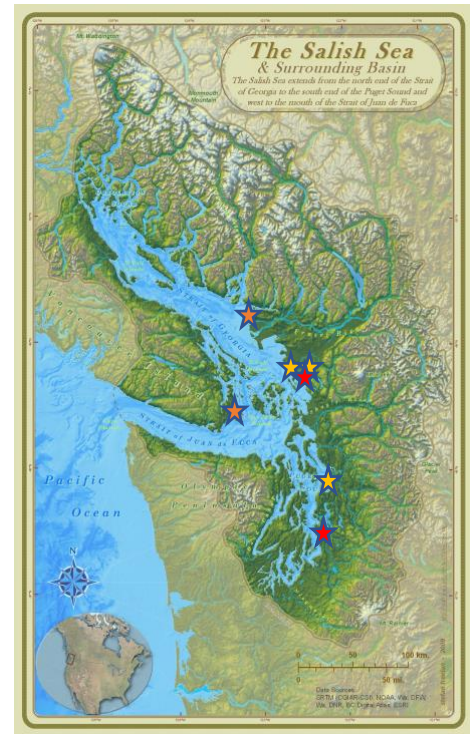


Figure A.1 Salish Sea Map.

★ Consortium Institutions (UW, WWU)
 ★ BC University Partners (University of British Columbia, University of Victoria)
 ★ WA Community College Partners (Edmonds Community College, Northwest Indian College, and Whatcom Community College)

We also seek support for professional training for faculty and staff members, graduate students, and K-12 educators through participation in Salish Sea conferences, symposia, and workshops. The annual Indigenous Foods symposium at UW brings together Indigenous scholars, Tribal/First Nations leaders, Elders, and educators in the Salish Sea region to address issues such as food justice, climate change, and ecological knowledge. The symposium is chaired by C. Côté and D. Million, UW American Indian Studies. The newly established Pacific Northwest Canadian Studies Consortium (PNWCSC) conference will focus on teaching, research, and student exchange in the Salish Sea region chaired by R. Burkhardt, Boise State University, and G. Wilson, University of Northern British Columbia. The Native American Students in Advanced Academia conference, chaired by A. McCaffery, UW Graduate School, will bring together Indigenous students from UW, UBC, and UVic to receive mentoring for their research projects. For K-12 educators, Consortium Curriculum Specialist K. Sweet will create one-day workshops on Salish Sea themes, offered throughout YRS1–4.

The Consortium seeks support for collaborations with three community colleges to enhance Canadian content in Salish Sea studies and to build outreach programming: Northwest Indian College (NW Indian College), Edmonds Community College (Edmonds), and Whatcom Community College (Whatcom). NW Indian College, located on the Lummi Indian Reservation in WA, is twenty miles south of the Canadian border. It is the only accredited tribal college in the Pacific Northwest. The Consortium is working with Dean of Academics, B. Portervint, to create a new area of concentration in cross-border studies – a 15-credit sequence that will be part of the Tribal Governance and Business Management program. Funding is requested for a subvention to NW Indian College for faculty members M. Fryberg Jr. and P. Boome to develop the courses in the summers of YRS1–3. NW Indian College will fund full teaching salaries in YRS2 and thereafter (see App. 5, Letter 2). At Edmonds, the Consortium is collaborating with the Learn

and Serve Environmental Anthropology Field School to incorporate content on First Nations–settler history in Canada and the Reconciliation Canada initiative into the 15-credit summer Tribal Canoe Journey to Canada (30%–60% Indigenous student enrollment). Funding is requested for T. Murphy, Chair of Anthropology, to revise the courses in YRS1&2. Edmonds will fund the teaching salaries in YRS2–4 and thereafter. T. Murphy is also working with UW’s American Indian Studies to ensure the new syllabi build a pathway for students to UW.

Outreach in Salish Sea studies will be achieved via: 1) a partnership with the Community Engagement Fellows; 2) the Salish Sea Ecosystem conference; 3) and the Community College Master Teacher Institute. Community Engagement Fellows is a cohort program for community leaders and educators from K-12 schools and WWU, NW Indian College, and Whatcom, who have been meeting together for a year to enhance campus–community relationships (see App. 5, Letter 4). Funds are requested for contractual services to coordinate public Community Engagement Forums on Salish Sea themes. Outreach in Salish Sea studies will also be achieved via the National Colloquium on Canada workshop held in collaboration with our NRC partners, the Pacific Northeast Consortium on Canada, in conjunction with the Salish Sea Ecosystem Conference in Vancouver, BC. This workshop will bring educators from other US/Canada border crossings – including Acadia, Alaska/Arctic, Montreal/New England, and Detroit/Windsor regions – into conversation with Salish Sea scholars for a day-long symposium, Transboundary Teaching: Learning About and Across Borders. K. Sweet, Education Specialist, will coordinate a specific session at the conference for K-12 educators. In addition, the Consortium will partner with other Title VI centers in the Jackson School to offer the annual Community College Master Teacher Institute (CCMTI), which increases community college instructors’ capacity to teach about international affairs. All participants are from the Salish Sea region. Funds are requested for contractual services for the above activities.

The development of instructional materials on the Salish Sea will be achieved via the above-mentioned faculty hires and two additional collaborations. S. Breslow, Senior Research Scientist with the Center for Creative Conservation, UW's College of the Environment, has assembled a team of researchers and practitioners from both sides of the Canada-US border to draft a research agenda to restore the shared transboundary ecosystem resulting in publications suitable for instructional programs. In addition, K. Bunn-Marcuse, new Director of the Bill Holm Center for the Study of Northwest Native Art in UW's Burke Museum, will partner with First Nations communities in BC to bring artists to the UW as part of the Visiting Artist Program. This program identifies research priorities that are responsive to cultural revitalization. Funds are requested for contractual services to support both these initiatives. Finally, K-12 resources on the Salish Sea will be developed for educators enrolled in K-12 Study Canada Summer Institute and shared with networks of educators through new social media outreach strategies.

Arctic Canada: The Consortium is a leader in Arctic Studies promoting research and education on issues critical to US policy. Funding is requested to support the teaching and development of three subject courses for the Arctic minor and for the Inuktitut language sequence including: 1) partial teaching salary for J. Young, UW's Information School, to revise and teach the gateway course for the Arctic minor, ARCTIC 200: Indigenous Diplomacies and International Relations in the Arctic; 2) partial teaching salary for B. Pavia, UW's School of Marine and Environmental Affairs, for the popular elective ARCTIC 391/HONORS 394: Climate Change – An International Perspective: Science, Art and Activism in YRS1&2 with UW Honors Program assuming full salary thereafter; course development for E. Campbell, UW Department of History for a new course on circumpolar history in YR2 with History assuming full salary thereafter; and partial teaching salaries for M. Mallon, Linguist, and A. Kublu, Nunavut Arctic College, for the ARCTIC 100, 200, and 300-series: Inuktitut, the Inuit Language. In the 2018-22 grant cycle, as

indicated in the Performance Measure Forms, the Consortium will identify a permanent faculty for the ARCTIC 200 and develop an off-campus institutional partnership for ongoing training in Inuktitut (see App. 4).

To build Arctic Studies at the graduate level, funds are requested to support the third annual Arctic Fellows program in 2018-19 focused on the influence of Inuit in Canada in domestic and international affairs. The majority of funding for the Arctic Fellows' program will be provided by the Carnegie Corporation of New York as part of a \$1-million-dollar grant to the Henry M. Jackson School of International Studies (Jackson School). Funding is requested to support the participation of two off-campus partners in the program: J.F. Arteau, Canadian legal expert in Inuit affairs, and E. Dingman, Director of Arctic in Context with the World Policy Institute, New York. J.F. Arteau will provide teaching support; E. Dingman will provide mentorship to the students to prepare their policy reports for submission to the Arctic in Context blog with World Policy Institute.

The development of instructional materials in Arctic Studies will be achieved via: 1) the completion of a documentary video on the role of Inuktitut in area studies, including interviews with language instructors and former Foreign Language and Area Studies (FLAS) fellows; 2) the development of a Level II online language training module in Inuktitut; 3) the development of a website on the history and orthography of the language; 4) and the publication of an edited volume on Inuit Studies in Canada. The video, module, and website projects will be coordinated by R. Hugo, UW Language Learning Center (see App. 5, Letter 7). The publication on Inuit Studies is part of the National Colloquium on Canada workshop held in collaboration with our NRC partners, the Pacific Northeast Consortium on Canada. Canadian Scholars' Press, Toronto has invited us to submit a manuscript in Inuit studies for consideration.

The Consortium will provide business and public outreach in Arctic studies via the Arctic Capabilities Conference, co-organized with the Canadian Consulate of Canada, Seattle and the Polar Research Policy Initiative, UK. The conference will bring together representatives from Arctic Indigenous communities, the Seattle Chamber of Commerce, Washington State Department of Commerce, and small businesses locally to address investment, green technology, water issues, and renewable energy sources. Funds are requested for a subvention to the Canadian Consulate. Community outreach will be achieved via the annual lecture by the UW Canada Fulbright Visiting Chair in Arctic Studies. A video of the lecture will become part of the Consortium's *Arctic and International Relations Video Series*. For this activity, funds are requested for UW Video services.

Professional training for K-12 educators on the Canadian Arctic will be achieved via: 1) a Global Classroom on the Arctic with the World Affairs Council (World Affairs); and 2) an annual presentation on how to effectively integrate Inuit stories in Canada into the Washington State curriculum. Consortium Educational Specialist, K. Sweet, and Director of World Affairs Global Classroom Program, R. Hauck, will coordinate the Global Classroom (see App. 5, Letter 6). Teacher Associate, M. Cingcade, Hazelwood Elementary, Edmonds School District, will provide a presentation on Inuit stories at the annual Washington State Council for the Social Studies retreat. Funding is requested for a subvention to World Affairs, and for travel funding and an honorarium for M. Cingcade. Finally, the Consortium's Arctic initiative is strengthened via institutional membership in University of the Arctic (UArctic). UArctic offers online courses that can be taken as electives for the Arctic minor. Partial funds are requested for membership dues to UArctic and for travel to represent the Consortium at UArctic's annual general meetings.

Québec and Francophone Canada: The Consortium has recently benefited from the appointments of three francophone scholars – project directors R. Watts (UW) and C. Keppie

(WWU) and K-12 Curriculum Specialist K. Sweet. This infusion of francophone expertise will grow the Consortium's capacity in language training and cultural studies. In 2018-22 project director R. Watts, with funding support from the Jackson School, will develop a direct-student enrollment agreement with l'Université Laval to create a language- and cultural-immersion option for students in francophone Canada. The Consortium will utilize this relationship to increase French language participants. Instructional support for C. Keppie is requested to grow the ongoing biennial Summer in Montréal program, in partnership with Université du Québec à Montréal, to meet student demand for this high-impact learning experience in YRS2&4. To enhance cultural and linguistic course offerings on francophone Canada at WWU, course development funding is requested in YR3 for a Maritime Borders and Crossings course that will include units on francophone Canada and the Salish Sea.

To provide national leadership in emerging areas of francophone scholarship, R. Watts will chair a quarterly symposium in YR4, Québec and the Environmental Humanities, co-sponsored with UW's Simpson Center for the Humanities. Faculty and students will engage in roundtable discussions with Québec scholars in this new field, which examines how print and visual culture (literature, cinema, etc.) can help anticipate and respond to environmental change. Additionally, the Consortium collaborates with the Seattle International Film Festival each year to screen over 20 feature films by directors from Québec, Indigenous communities, and other regions in Canada, attracting dozens of our faculty, students, and staff. Funds are requested in YRS1–4 for this collaboration. Finally, funds are requested to support two annual lectures series: Québec in North America in partnership with the Québec Délégation, Los Angeles, and Canada in the World with the Canadian Consulate, Seattle.

Concerning K-12 trainings, the Consortium will develop workshops on Québec and francophone Canada. K. Sweet will work with H. Meyer, UW French and Italian Studies, to

develop and offer a biennial workshop in YRS2&4, Québec and Francophone Canada in the Classroom. The workshop, a collaboration with UW in the High School, will train French instructors from 19 high schools across the state (see App. 5, Letter 5). To develop this workshop, funds are requested for H. Meyer to travel to Québec to identify Canadian content to enhance the UW in the High School curricula; and for K. Sweet to participate in the National Council for the Teachers of French meeting in YRS2&4.

Partnerships and Cross-Border Exchanges: In 2018–22 the Consortium will expand and enhance learning exchanges for faculty, students, and K-12 educators. In addition to the exchanges with Québec, student study-in-Canada opportunities will be supported by bringing the Corbett British Columbia-Washington International Exchange Program Fund and Killam Fellowship programs to capacity. The Consortium will also partner with the Community Engagement Fellows network from WWU, NW Indian College, and Whatcom, to plan learning exchange trips to BC colleges and universities to build regional teaching and learning networks among faculty, staff, and students, as requested by faculty affiliates.

Collections and Evaluation: The Consortium requests funding for a subvention to our libraries to build our collections particularly as they concern the regions and themes of this proposal. The Consortium will also continue to share its activities via its twice-quarterly e-report, which reaches over 2,000 individuals. Funding is requested for copy editing for the e-report. Lastly, funding is requested for ongoing impact and evaluation studies to strengthen the Consortium's effectiveness via salary support for D. Craig, UW Jackson School, and contractual services provided by Phippen Consulting, Inc. (see Criterion C.).

Many of the above proposed project activities are included in the Consortium's Performance Measure Forms outlined in Appendix 4. Clearly identified project goals, performance measures, baselines and targets will assist us in achieving programmatic success.

A.2. Timeline and Use of Resources/Personnel. The proposed timeline staggers all major activities to allow for strategic planning in YR1, partnership development across all years, and a well-balanced implementation schedule YRS 2–4 to ensure a strengthened program by the end of the grant period (see Table A.1). For the teaching program, 10 courses piloted with Title VI

Table A.1: Timeline for Development and Implementation of Consortium Activities				
Legend: D = Develop; P = Pilot; I = Implement				
Faculty Hiring	YR1	YR2	YR3	YR4
Indigenous Studies in Canada and the Salish Sea - Tenure-line	D/P	I	I	I
Conferences, Workshops, Lectures				
National Colloquium on Canada	D	I	I	
Arctic Capabilities Conference, w/ Consulate General of Canada, Seattle	D/P	I	I	I
Pacific Northwest Canadian Studies Consortium AGM	D/P		I	
Canada in the World Annual Lecture	D	P	I	I
Québec in North America Annual Lecture	D	P	I	I
Canada Fulbright Chair in Arctic Studies Annual Lecture	D/P	I	I	I
Québec and the Environmental Humanities, Quarterly Workshop Series	D	D	I	
Community Engagement Forums	D/P	I	I	I
Cross-Border Learning Exchanges	D/P	I	I	I
K-12 Professional Development				
Study Canada Summer Institute	I		I	
Study Canada 1-day workshops	D/P	I	I	I
Québec and Francophone Canada w/UW in the High School	D	P/I		I
Emerging Issues in the Arctic, Global Classroom w/World Affairs Council	I	I	I	I
Instructional Materials				
Arctic Fellows Program, Inuit in Canada Policy Series, World Policy Institute	D/P	I		
Inuktitut and the FLAS Fellowship Program documentary	D	I		
Inuktitut Training Module, Level II	D	P	I	
Inuktitut Website	D	P	I	I
Social Science for the Salish Sea, Research Project	P/I	I		
Visiting Artist Researcher Program Northwest Native Art, Burke Museum	D/P	I	I	

support will become annual course offerings (see Table A.2, next page). We also anticipate that new grant-supported faculty hires will develop new introductory and upper-level courses. A hallmark of the Consortium is its strong community of collaborators that allow our programs to leverage resources and personnel effectively to achieve our proposed objectives. *Every* proposed activity involves collaborations with other units, within JSIS and Canada House and in other

colleges, schools, departments, and centers, and with off-campus organizations. One or more faculty members or key staff serve as the chair or lead for each activity, resulting in scores of individuals implementing activities and dedicated to the success of the overall project (see App. A – budget narrative includes all collaborating partners). The proposed tenure-line faculty appointment in Salish Sea Studies will boost further faculty capacity, allowing for future growth.

Table A.2: Courses Supported by Title VI and Absorbed by Consortium or Community Colleges				
Legend: T6 = Title VI; NWIC = Northwest Indian College; ECC = Edmonds Community College				
Non-Language Instructional Program	YR1	YR2	YR3	YR4
ARCTIC/HSTCMP 300-level: History of the Circumpolar World		T6	UW	UW
ARCTIC 391/HONORS 394: Climate Change – An International Perspective	T6	T6	UW	UW
C/AM/FREN/SALI 400-level Marine Borders and Crossings		T6	WWU	WWU
Redfish School of Change: Capstone	T6	T6	WWU	WWU
Collaborations with Community Colleges and Minority-Serving Institutions				
Northwest Indian College (NWIC), Tribal International Economy and Business Relations				
• ECON 300-level: Economic Development in the Pacific Northwest	T6	NWIC	NWIC	NWIC
• ECON 300-level: Tribal International Relations		T6	NWIC	NWIC
• ECON 400-level: Future of International Economic and Business Relations			T6	NWIC
Edmonds Community College (ECC), Tribal Canoe Journey Anthropology School				
• ANTHRO 201: Human Ecology	T6	ECC	ECC	ECC
• AIIS 170: American Indian and Indigenous Studies	T6	ECC	ECC	ECC
• AIIS 200-level: Indigenous Environmental Science	T6	ECC	ECC	ECC

A.3. Costs of Activities in Relations to Objectives. The costs of the Consortium’s proposed activities are balanced and reasonable in relation to the objectives of the program. Oversight and leadership provided by administrative staff is critical to the success of the project (see Criterion B). With almost 30% of grant funds going toward administrative salaries, the Consortium will have the leadership and human resources necessary for the success of the program objectives. The teaching program will absorb approximately 20% of the grant funding sufficient to support the new faculty line and over a dozen courses. Of the remaining grants funds approximately 15% are for contractual services including professional fees, evaluation, subvention fees, and other outreach costs; 15% for benefits; 8% for indirect costs; 5% for travel; and 5% for library

acquisitions and supplies. Institutional and partnership support nearly doubles our projected budget, offering significant expansion and implementation of proposed activities.

A.4. Long-Term Impacts. The Consortium's undergraduate, graduate, and professional training programs will enjoy long-term impacts as a result of the activities for which funds are requested. At the **undergraduate** level, Salish Sea Studies will forge a new transboundary, interdisciplinary program of study that will facilitate student immersion in Canadian societies. A tenure-line hire will ensure that Canadian content is embedded in this new curriculum and supports existing Canadian-American Studies courses and programming. UW's Arctic minor will be strengthened significantly via the ongoing offering of Inuktitut, the required ARCTIC 200 course, and the development and institutionalization of two new elective courses, providing dozens of UW students with enhanced knowledge of Canada's role in the circumpolar world. The Level II module and website on Inuktitut will provide students with resources that are not currently available. Undergraduates in French courses will have more exposure to Canadian content over the grant cycle and greater opportunities for French-immersion study abroad in Québec, opening access to careers in commercial, cultural, and diplomatic fields that require deep knowledge of francophone Canada. At the **graduate level**, funding for the Arctic Fellows program will train 10 graduate students across UW campus in Inuit policy in Canada, leading toward the first Graduate Certificate in Arctic Studies in the contiguous states. The proposed lecture series in francophone Canadian environmental humanities will provide crucial insight into an emerging field and improve students' professional and scholarly prospects. In terms of **professional training**, the Global Classroom on Emerging Issues in the Arctic will become part of the World Affairs Council's annual trainings, introducing approximately 200 regional educators to Canada over the next grant cycle; the UW in the High School Québec professional development workshop will introduce 19 French instructors to francophone history, culture, and language providing revised

courses content to over 200 high school students statewide; and professional development for faculty via cross-border learning exchanges will have an impact on research and teaching of Consortium faculty and energize the influence of the Consortium at our campuses.

CRITERION B: QUALITY OF STAFF RESOURCES

B.1. Qualifications, Professional Development, Participation. The teaching faculty are well qualified for the proposed activities. First, 75% of our faculty are tenured or tenure-track, and all make enormous contributions to research, teaching, and academic service. In the past five years, Consortium faculty were awarded nearly 50 grants totaling approximately \$4 million. Highlights include K. Bunn-Marcuse, Director of the Bill Holm Center in the Burke Museum, awarded a prestigious NEH-Mellon Foundation grant for research with the Kwagiulth First Nation in British Columbia; K. Zeichner, UW Education, awarded a fellowship from Stanford University for research on teacher education in Alberta; and D. Boxberger, WWU Anthropology, awarded a Fulbright Canada Visiting Research Chair. Qualifications of our faculty are evident in the focus of their publications: “Québec’s Literary Foodscapes” by L. Jarosz et al., UW, in *Canadian Culinary Imaginations* (2016); “Sea Ice in the Western Portal of the Northwest Passage,” by H. Stern, UW, in *Arctic Ambitions: Captain Cook and the Northwest Passage* (2016); and “Aboriginal Sovereignty and the Northern Gateway Pipeline” by D. Rossiter and P. Burke Wood, WWU, in *Canadian Geographer* (2017) (see App. 2 for faculty qualifications).

The Consortium’s faculty directors and managing/assistant directors are among the top in the nation. R. Watts, Project Director, is an Associate Professor in UW’s Department of French and Italian Studies with research and teaching interests in twentieth- and twenty-first-century narratives of environmental change in the francophone world, including Québec and other French-speaking communities in Canada. He has served as Associate Dean of

International Programs and Executive Director of the Center for Global Education at Tulane University, where he oversaw a Title VI B grant. Most recently, he served as chair of the UW Department of French and Italian Studies (2012–2017). He is the recipient of individual research support from the Georges Lurcy Charitable and Educational Trust, the Rockefeller Foundation, and the NEH. D. Rossiter, current Project Director at WWU, is an Associate Professor in Environmental Studies specializing in Canadian geography. He served as editor of the *American Review of Canadian Studies* (ARCS 2011–2015), and currently serves as Associate Editor for Book and Film Reviews for *BC Studies*. Rossiter has published several articles on the cultural politics of nature and the politics of Aboriginal land claims in BC. In September 2018, C. Keppie, Associate Professor in the Department of Modern and Classical Languages, will assume the position of WWU Project Director, pending formal institutional hiring procedures. Her widely published interdisciplinary research focuses on cultural minorities of francophone Canada, focusing primarily on the impact of borders, socio-political relations, festivities, and language on the construction of Acadian identity in eastern North America. She is the editor of *ARCS* and a board member for the Association for Canadian Studies in the United States (ACSUS). N. Fabbi has held the position of Managing Director at UW for almost 20 years. Active in the national Canadian Studies community, she has served on the Executive Council of ACSUS (2003–2007) and currently sits on the board of the Pacific Northwest Canadian Studies Consortium, editorial board of *ARCS*, and was just invited to serve as co-editor of the *International Journal of Canadian Studies*. N. Baloy, WWU Assistant Director for Canada House Programs, has a PhD in cultural anthropology from the University of British Columbia (UBC). Her research on Indigenous and non-Indigenous relationships in Canada has been published in *Settler Colonial Studies*, *American Indian Quarterly*, and *Collaborative Anthropologies*. K. Sweet is the K-12 Curriculum Specialist. Prior to joining the

Consortium, K. Sweet served as the school librarian for the French American School of Puget Sound, and as a specialist in archives, special collections, and programming at University of North Carolina-Chapel Hill, Portland State University, and the Government of Canada. M. Keo, C. Hart, and R. Musonda each have years of experience as program coordinators and oversee all logistics for all Consortium activities, website development, social media, and reporting; R. Davis has served as FLAS Coordinator for the Jackson School for the past two grant cycles and is lauded by the US DOE for her contributions to the program; and E. Shifferling has a successful professional background in student exchange (see App. 2 for staff qualifications).

Both institutions provide significant **professional development** opportunities to faculty and staff, including ongoing teaching and learning workshops through our teaching and learning centers, such as the Faculty Fellows Orientation Program for incoming faculty at UW. UW's Simpson Center for the Humanities offers funding to faculty for research, graduate seminar development, and trainings, such as the Digital Humanities Summer Institute at University of Victoria (UVic). UW's Professional and Organizational Development offers an impressive number of opportunities, including courses on leadership and communications and a quarterly Professional Retreat. UW's Office for Global Affairs' Global Innovation Fund supports the development of study abroad programs. Funds have supported the Task Force on the Arctic that took a dozen UW students to Ottawa (2015) and UW's Tribal Canoe Journey to Canada (2016–17). The Border Policy Research Institute at WWU sponsors faculty professional development for cross-border research, such as the Transboundary Atlas Collaborative, and participation in business working groups, such as Cascadia Connect. The Consortium provides regular travel support for faculty and staff to attend regional and national conferences.

Faculty and staff play a significant role in **teaching, supervising, and advising** students. In the past five years, faculty have supervised dozens of student theses with intensive advising

occurring during faculty-led courses to Canada. For example, S. DeMello, UW School of Social Work, takes a group of graduate students to Vancouver as part of the annual Social Work Across the 49th Parallel program, providing intensive advising throughout; F. Wagner, UW's Urban Design and Planning, has led two field courses to Québec City in the past four years, working closely with students on their research projects; and C. Keppie leads a biennial summer abroad trip to Montréal that also provides intensive on-site advising. R. Davis, FLAS Coordinator, provides advising to all FLAS Fellows to ensure all students are developing area studies expertise and progressing in the development of language skills; E. Schifferling, Corbett Canadian Studies Program Manager, provides targeted advising to students as part of the UW-UBC-UVic exchange program, and to the Killam Fellows; and UW's Henry M. Jackson School of International Studies' (Jackson School) Academic Services office provides advising to Canadian Studies' majors and minors (L. Iltis), and Arctic minors (J. Marts). At WWU, advisors with Extended Education and Education Abroad programs host advising events on campus that feature study-in-Canada opportunities, and the Center hosts a student Canadian research colloquium at the annual Scholars' Week and supports student involvement at the Salish Sea Ecosystem Conference. Project Directors and staff also provide advising on an ongoing basis.

B.2. Staffing, Oversight, Involvement. The Consortium's robust staffing and oversight arrangements include a faculty advisory board for each Center, with representation from the professional schools and libraries; quarterly faculty meetings and regular staff meetings; and Directors' meetings for the Title VI and other Centers. At UW the Director and Managing Director frequently meet with the Director of the Jackson School to report on progress; at WWU the Director serves on the Provost's Council and reports to the Associate Vice President for Academic Affairs. Finally, UW President Ana Mari Cauce provides oversight of the Fulbright Canada Chair in Arctic Studies as a member of the Fulbright Canada Board of Directors.

Adequate staffing for **outreach** and **administration** are evident in the number of Canadian Studies personnel within the Consortium, including: two Project Directors (R. Watts and D. Rossiter/C. Keppie); Directors of the Border Policy Research Institute and Salish Sea Institute in Canada House (L. Trautman and G. Broadhurst); two Managing/Assistant Directors (N. Fabbi and N. Baloy); a K-12 Curriculum Specialist (K. Sweet); three Program Coordinators (M. Keo, C. Hart and R. Musonda); two fellowships staff (R. Davis and E. Schefferling); and an additional 11 Jackson School staff who provide significant administrative support (see App. 2). Faculty are significantly involved in Consortium activities. Recent examples include: 10 faculty who served as PI's or advisors for the Consortium's successful Andrew W. Mellon grant proposal, "Area Studies and Indigenous Ways of Knowing" (2014–15); and 10 faculty representing four professional schools (Education, Environment, Law, Urban Planning) and three departments in the College of Arts and Sciences who served as respondents for the Consortium's graduate symposium, "Arctic Indigenous Economies in Inuit Nunangat (Canada)" (2016). Faculty, including from the professional schools, present their research at our annual Community College Master Teacher Institute and K-12 Study Canada Summer Institute. Librarians are also actively involved in the Consortium, providing research workshops, co-hosting exhibits, developing subject guides and other resource materials, and publishing articles on libraries collections for our bi-quarterly e-report. Examples from the current grant cycle include: the "Pacific Northwest Collection" and "Québec Popular Music Collection" subject guides; an article on CAMPUS access for National Film Board documentaries for a recent e-report; and WWU Libraries' Speaking of Maps series and exhibits on the War of 1812 (2015) and Canada's Arctic (2015).

B.3. Encourages Applications from Underrepresented Groups. UW and WWU actively encourage employment applications from members of traditionally underrepresented groups. Both institutions have an Equal Opportunity Office to enforce guidelines, approve search

committee selections, oversee position announcements, specify rating tools, and monitor all searches. In addition, a quantitative Affirmative Action Plan ensures consistency and equal consideration of all candidates applying for positions. The process is rigorous, including mandatory training sessions for all search committee members. Each search must have an outreach plan that specifies underrepresented targets. For example, in 2017 searches at WWU for the Assistant Director of Canada House Programs, Director of the Salish Sea Institute, and K-12 Curriculum Specialist involved targeting 55 equal opportunity organizations, including 28 tribal offices, 15 advocacy groups for disabled and underrepresented groups, and Historically Black Colleges and Universities networks. Finally, concerning our affiliated faculty, 48% are women, and 15% are from Indigenous communities or communities of color.

CRITERION C: IMPACT AND EVALUATION

C.1. Impacts on the University, Community, Region, and Nation. The Consortium has the most dynamic academic and outreach program in the country involving thousands of students, faculty, K-12 educators, businesspeople, and the general public annually with far-reaching impacts. **University impacts:** In the 2016–17 academic year, a total of 6,224 students took Canadian content courses; 2,914 students enrolled in French courses (see Tables F.1 and G.1). The Consortium has increased enrollments considerably via the Arctic minor: in the first year the minor was offered (2013–14), 23 students enrolled in the new courses; in the past academic year, enrollments almost tripled to just over 60 students. The Arctic Fellows program for graduate students enrolled 25 students in 2016–17 (40% from professional schools). Concerning impact, in the words of one Fellow, “I can easily say that participation in the Arctic Fellows program has been one of the most exciting opportunities of my graduate experience. No other involvement has given me such direct contact with the great visionaries of Arctic research and policy.” In

addition to the academic program, both Centers work with multiple units at their respective campuses to host dozens of conferences and symposia, roundtables, lectures, and readings. For example, conferences hosted in the last academic year include UW's Indigenous Foods and Ecological Knowledge in the Salish Sea, serving faculty, students, and members of the regional community (over 200 participants); WWU's Columbia River Treaty with a keynote speech from U.S. Senator Maria Cantwell (50 participants); and the Salish Sea Ecosystem Conference, where Governor Jay Inslee gave an opening address (1,400 participants). The Consortium hosted dozens of lectures over the past grant cycle, introducing the campus communities to key Canadian scholars, experts, and practitioners, such as a former premier of the Yukon territory, a former curator of Canadian art at the National Museum of Canada, Inuit leaders from Nunavik and Nunatsiavut, acclaimed writers such as Lee Maracle, and linguists in French and Indigenous languages. Finally, both Centers take a leadership role at their respective campuses to collaborate with other units in writing grant proposals that will expand Consortium impact, including, in the last grant cycle, \$80,000 in funding from an UW Andrew W. Mellon Foundation, and \$135,000 from Carnegie Corporation of New York. The Consortium collaborates with a number of organizations to effectively bring the study of Canada to our **regional community**, including the Consulate General of Canada, Seattle, Pacific Northwest Economic Region (PNWER), World Affairs Council, and Seattle International Film Festival. Our regional impact is enhanced through the Consortium's new partnership with Community Engagement Fellows, a cohort-based professional development program run by the WWU Center for Community Learning that brings together higher education faculty from WWU, Whatcom Community College, and Northwest Indian College with community leaders to enrich campus-community collaborations. By 2019 all leadership in Canada House Programs (N. Baloy, G. Broadhurst, C. Keppie, and L. Trautman) will have gone through the year-long program. Through this partnership, we co-sponsor at least

two Community Engagement Forums annually on transboundary topics, reaching a diverse audience across the region, and plan our cross-border learning exchanges, such as a pilot trip to University of British Columbia in March 2018 that attracted broad participation from faculty, staff, and students. In addition to hosting activities, our faculty and staff make community and regional impacts through ongoing participation in professional networks, conferences, and working groups. For example, the Border Policy Research Institute Director L. Trautman participates in biannual meetings of the Transportation and Border Working Group, annual PNWER summits and special meetings, and the International Trade and Mobility Corridor Program. K-12 Curriculum Specialist K. Sweet regularly participates in regional and national conferences, such as the Washington State Council for the Social Studies and teacher workshops in BC, to build and sustain connections with regional teachers. Through new community outreach methods, K. Sweet boosted the applicant rate for the summer Study Canada workshop from an average of 10 to 15 educators to 60 for the 2018 offering. Additionally, the Salish Sea Ecosystem Conference, administered by WWU, is held biennially in Seattle and Vancouver and offers a regular opportunity to synthesize regional research to inform policy, curricula, and public programming. In the current cycle, **national impact** has been achieved via partnerships with the Wilson Center for Scholars in Washington DC to offer a two-day workshop on Canada and US Chairmanships of the Arctic Council involving over 50 scholars; University of Alaska, Fairbanks, to offer the first Model Arctic Council, reaching 65 students nationally and internationally; Institute of the North reaching over 2,000 attendees at Week of the Arctic held in conjunction with the Arctic Council Ministerial Meetings; the Government of Québec to host a national workshop for scholars culminating in a publication; and with the Northeast NRC on Canada at the National Council for the Social Studies, where we meet with hundreds of educators across the nation to consult on integrating Canadian content into lesson plans and

units. The Consortium also achieves national outreach via the development of instructional resources (see Table C.1).

Table C.1 Highlights: Consortium Resources in Current Grant Cycle and Estimated Usage
<i>Border Policy Briefs</i> <ul style="list-style-type: none"> • Open-access electronic copy • 12 issues (9.4–13.1). Issue 13.1 has been downloaded 230+ times since published on 03/29/2018 • Digitally distributed to 1,000+ individuals
<i>World Policy on Air</i> (with the World Policy Institute, New York) <ul style="list-style-type: none"> • 2 audio interviews: 300–400 downloads
Canadian Studies E-Report <ul style="list-style-type: none"> • 6 issues annually, digitally distributed to 2,000+ individuals
K-12 Study Canada e-Resource Newsletter <ul style="list-style-type: none"> • 4–6 issues annually, digitally distributed to 1,600+ individuals
<i>Salish Sea Ecosystem Conference Proceedings</i> (2014, 2016, 2018) <ul style="list-style-type: none"> • Open-access electronic copy • 1,808 total papers • 19,000+ downloads since 2014
<i>Arctic and International Relations Series</i> <ul style="list-style-type: none"> • Hard copy, ISSN 2470-3966, Issues 1–5: 100 hard copies disseminated per issue • Electronic copy, ISSN 2470-7414: 721 hits • Video series, online access, 14 videos: 924 views • Blog series, two 14-part blog series: approx. 500 hits in first month
<i>“The Arctic: Who Owns It?” Teachers’ Resource Guide</i> <ul style="list-style-type: none"> • 70 hard copies distributed

C.2. Addressing National Needs. The Consortium’s efforts to address national needs are reflected in an impressive variety of programming, instructional resources, and information dissemination. Issues vital to US stability in the 21st Century include challenges to cross-border environmental sustainability particularly in the Salish Sea region, transboundary governance and economies, Canada-US border policies, Canada’s role in Arctic affairs, the growing political influence of Canada’s Indigenous Peoples. The area of security has been a vital focus of 27 *Border Policy Briefs* published by the Border Policy Research Institute in the last 10 years, and a topic of discussion in a number of high-profile lectures, alongside other topics ranging from terrorism, climate change, and nuclear proliferation to water security. Consortium faculty are routinely invited to give briefings and lectures to think tanks and federal agencies on border

security, transportation, and economic competitiveness in North America. The Consortium is the regional nucleus for bilateral business and scholarly activity related to trade with Canada and the Pacific Rim, resulting in an intense network of government-business-Consortium relationships and ongoing forums addressing regional and national issues such as clean technologies, transportation infrastructure, foreign currency risk solutions, and economic impacts of border security. Many programs included follow-up print or web-based reports for broad dissemination. Finally, the Consortium is a center for excellence on geopolitical and cultural issues in the Arctic and has offered an array of programs on this topic and resources on these topics.

C.3. Equal Access. We do and will provide equal access for eligible participants via a number of means. To encourage recruitment and retention of traditionally underrepresented students and participants in courses, programs, and activities, the Consortium works closely with several offices at both institutions, including UW's Office of Minority Affairs and Diversity, Disabilities Services Office, Graduate Diversity Recruiter, and Graduate Opportunities and Minority Achievement programs; and UW and WWU's Equal Opportunity Offices. In addition to Consortium efforts, the Henry M. Jackson School of International Studies (Jackson School) works in cooperation with the Graduate Diversity Program Specialist, Graduate Opportunities, Minority Achievement Program to increase enrollments from underrepresented groups. In the last two grant cycles, the percentage of underrepresented students with a concentration in Canadian Studies (15+ credits) has increased from 6% to over 10%; and since the start of the current grant cycle, undergraduate students eligible to receive Pell grants has increased from 55% to over 60% (NRC Impact Evaluation Project). To encourage graduate research in Indigenous Studies, the Consortium supports the Native American Students in Advanced Academia program; and at WWU, the Program Manager represents the Center at regional admissions fairs to recruit underrepresented students. The new faculty affiliate program at WWU

has resulted in growing the number of affiliate faculty by 25%, including a 10% increase in women faculty and new connections with scholars in Indigenous Studies who will support efforts to review our course offerings and outreach strategies to ensure equal access for members of traditionally underrepresented groups. Concerning elderly access, both institutions allow seniors to take courses at nominal cost. In addition, the Consortium reaches the elderly via a partnership between the Jackson School and Shoreline Community College. The Consortium provides one to four lectures annually for their senior programs.

C.4. Evaluation Plan. The Consortium has developed an independent evaluation plan in consultation with Phippen Consulting, LLC, that will produce objective, quantifiable, outcome- and measure-oriented data. For the past 8 years, E. Phippen has been working as a private consultant conducting research, evaluation, and program design. His clients include universities, community colleges, non-profits, and private employers. To develop the Consortium's evaluation plan, Phippen will rely on his experience in crafting research questions, identifying appropriate methods for collecting data, designing and implementing surveys and focus groups, analyzing the resultant data, and developing reports and visualizing data to improve our courses and programming. The 2018-22 evaluation plan is a joint effort between Phippen Consulting, six Title VI centers in the Jackson School, the Global Business Center in UW's Foster School of Business, and WWU. This arrangement will create economies of scale for a comprehensive, objective evaluation, not otherwise feasible if each center worked independently. The evaluation will be conducted through the following study areas: increasing and improving the quality of the academic program; increasing opportunities in the language program; improving professional and graduate school preparation; and increasing international studies content regionally and nationally. This plan will result in quantifiable performance measures throughout the grant period for US DOE-funded activities, informing ongoing program improvement. The outcomes

measurement plan matches evaluation requirements for all Title VI centers (see Table C.2).

Performance Measure Forms were developed to ensure the Consortium's strategic goals align with detailed and quantifiable performance measures, activities, data indicators, frequency, data sources, and baseline targets (see App. 4).

Table C.2 Evaluation Plan, Topics, Methods, and Timeline			
Evaluation Goal	Sample Research Topics	Method	Timeline
Increase enrollments and improve quality of Consortium's academic program	<ul style="list-style-type: none"> • Student satisfaction with Consortium-funded programs and activities • Consortium's impact on students' academic and professional growth • Consortium's impact on faculty and faculty's impact on Consortium • Consortium's inclusion of diverse perspectives, including Indigenous perspectives • Opportunities for further growth and partnerships as a Consortium 	<ul style="list-style-type: none"> • Student survey / focus groups • Department data • Faculty survey / focus groups 	<ul style="list-style-type: none"> • Annually, years 1–3 • Annually • Year 3
Increase participants and Canadian content in Consortium's language program	<ul style="list-style-type: none"> • New Canadian content developed as a result of faculty travel grants • Number of participants in new workshops and distance learning 	<ul style="list-style-type: none"> • Syllabi analysis • # of participants 	<ul style="list-style-type: none"> • Annually
Improve professional and/or grad school preparation	<ul style="list-style-type: none"> • Employment history • For undergrads, matriculation to related graduate studies • Use of international studies knowledge for work • Overall impact of Consortium programs on career 	<ul style="list-style-type: none"> • Alumni survey 	<ul style="list-style-type: none"> • Year 2
Increase int'l studies knowledge and course content in K-12 schools and/or community colleges and MSIs	<ul style="list-style-type: none"> • Impact of the Consortium activities on international studies course content in K-12 schools and/or community colleges and MSIs 	<ul style="list-style-type: none"> • Participant survey 	<ul style="list-style-type: none"> • After each event, reported annually

The evaluation plan follows the rhythm of recurring Consortium activities, ensuring timely evaluations, instrument refinement, and accurate data, all feasible within the grant cycle. The Consortium takes seriously our public responsibility to utilize resources effectively and efficiently and to execute regular, comprehensive, and objective evaluations of programs and activities. The plan occurs on a four-year cycle with ongoing activities combined with a different

focus each year, with time built in after evaluation activities for analyzing, reporting, and implementing suggestions for improvement. The plan will incorporate other campus assessment tools that address quality of language and non-language curricula; strength of libraries; and quality of academic and student support services. UW and WWU will provide data to evaluators to assist with reports, including an annual Graduate Exit Survey, an annual Career Placement Survey, and an Alumni Update Survey.

The Consortium uses program evaluations and other assessment tools as important feedback to **improve and grow our program** on an ongoing basis. Since 2010 the Consortium and seven other Title VI centers in the Jackson School have benefited from a comprehensive evaluation of the teaching programs thanks to \$80,000 in funding from UW's Division of Social Sciences. The Area Studies Impact Evaluation Project (Impact Project) was undertaken in two phases: Phase I in 2013–14; Phase II in the current grant cycle. Under guidance of Title VI staff and faculty, database manager D. Craig collected data from UW's Enterprise Data Warehouse, the Registrar's Office, and survey results to develop portfolios for each Jackson School NRCs containing statistical information (including demographics, education, and early career trajectory) on students who graduated between Fall 2008 and Summer 2016. We are now utilizing this information to provide a baseline for improving our outreach, in particular, to veterans, underrepresented students, and students from community colleges. For example, we are now collaborating with Edmonds Community College to revise curricula to create pathways for Indigenous and other students to the UW (see App. 5, Letter 3). In addition to the Impact Project, the Consortium worked with J. Brobst, External Evaluator, to survey students who had taken Arctic minor courses. All current and former students enrolled in courses were invited to participate in a survey. This survey provided invaluable information and lead to new performance measures including to redesign the minor to make it more streamlined,

enhance/create recruitment strategies, and develop a graduate certificate in Arctic Studies (see App. 4). Importantly, WWU will use the process and findings from the evaluation of the Arctic minor to inform the development and evaluation plan for the Salish Sea Studies minor.

C.5. Placement of Students. The NRC Impact Evaluation Project placement data results illustrate a solid record of placing students into postgraduate employment, education, or training in areas of national need. Of the students who graduated between 2008 and 2016 with a concentration in Canadian Studies almost 30% are working in the for-profit private sector; 17% in the non-profit private sector; 12% in local government; 11% in higher education (faculty or administrators); 8% in elementary/secondary education; 5% in international organizations or governments; 4% in federal government; and 1% in the military (7% reported being unemployed; 5% did not respond). Highlights include E. Smith, BA in Canadian-American Studies WWU, 2012, now Deputy Program Manager for the Canadian Studies Program and Institute of International Studies, University of California, Berkeley, and J. Grosman, BA International Studies UW, Canada concentration, 2012, Program Manager, Pacific Northwest Economic Region. Of those students who graduated between 2008 and 2016, just over 30% are pursuing an MA, doctorate, certificate, or law degree. To increase the numbers of students that go into such placements in the 2018-22 cycle, the Consortium will initiate quarterly meetings with the Career Services offices at both institutions to further highlight student opportunities on websites; encourage mentorship opportunities at Consortium events; and hold ad hoc meetings with Career Services directors during visits from government, private, and non-profit organizations to increase staff knowledge of Canada-based internship and professional opportunities. We have already begun the process of working with the Canadian Consulate of Canada, Seattle, to initiate a Canada-U.S. Relations Internship Program in Summer 2018.

Consortium activities and training programs have contributed to an improved supply of specialists as indicated by enrollment and placement indices (see Table F.1).

C.6. Improved Supply of Specialists. Placement in government service, national security, and priority professional fields is considerable. For example, of the nine FLAS alumni from the current cycle, one is a contractor for the U.S. Department of State (E. Bell, 2016); two are in professional fields including the Washington State Academy of Sciences (D. Thorsell, 2014–15) and UW’s Information School (J. Young, 2016); two are attorneys with Washington State firms (C. Evans, 2014–15 and B. St. Clair, 2015–16); and one is a Lieutenant (junior grade), Judge Advocate General Corps with the US Navy (T. Sproed, 2015–16). Current FLAS Fellow M. Dumas, Inuktitut, will begin her practice September 2018 as an Associate at Drummond Woodsum law firm in Portland, Maine, with their Federal Indian Law practice group.

C.7. National Need. The majority of FLAS fellowships are awarded to applicants whose research addresses national need, including a greater understanding of the increase in political influence of Indigenous Peoples in Canada, environmental security and resource management in the Arctic, and Québec’s role in North America (see Table C.3). To increase placement success, the Consortium will continue to develop a close mentorship relationship with FLAS Fellows including: an annual awards reception; an annual academic symposium for FLAS Fellows to share their research; a FLAS website featuring student progress in language and research; a FLAS Fellows section in our quarterly e-report; and ongoing notices from the Consortium regarding professional opportunities and support.

Table C.3: FLAS Fellow Research Projects and National Need 2014–18			
Name	Discipline	Language	Research Projects/National Need
A. Arkfield	Law	Lushootseed	legal rights of Canadian First Nations
B. Audet	Jackson School	French	foreign policy and security in the Arctic
E. Bell	Jackson School	Inuktitut	people-to-people diplomacy in the circumpolar world
N. Chopra	Law	French	hospitality and media law in Canada
V. Cleland	Marine Affairs	Inuktitut	Arctic communities and resource development

A. Dejong	Linguistics	Nuu-chah-nulth	documentation/revival of Indigenous languages
A. Delo	Jackson School	French	Québec nationalism and Indigenous Peoples
P. Dodson	Law	French	Refugee/immigrant integration into Canadian society
M. Dumas	Law	Inuktitut	Indigenous rights in the Arctic region and beyond
C. Evans	Law	Inuktitut	Canadian and US Arctic law and policy
G. Farrell	Interdisciplinary	French	Québec's role in North America
R. Freeman	Marine Affairs	French	fresh water issues/rights in Canada and the US
K. Gavenus	Education	Inuktitut	science and traditional knowledge in Arctic education
D. Inman	Linguistics	Nuu-chah-nulth	study of morphology of Indigenous languages
H. Park	Education	French	Canada's multicultural policy
T. Sproed	Law	French	Québec's role in development Arctic resources
B. St. Clair	Law	French	Canadian constitutional law and tax policies
D. Thorsell	Marine Affairs	French	Canada–US cooperation in marine management
L. Vandsburger	Law	French	Canadian and US laws governing technology
J. Young	Geography	Inuktitut	Inuit digital technologies in environmental manage.

CRITERION D: COMMITMENT TO THE SUBJECT AREA, CANADA

D.1. Institutional Support. The Consortium enjoys significant support from its two institutions totaling nearly \$4.5 million dollars annually for Consortium and support staff, librarians and library acquisitions, endowed chairs, affiliated faculty and researchers, and evaluation (see Table D.1). At UW, the Canadian Studies Center is one of eight Title VI centers housed in Thomson

Table D.1: Institutional Support 2016–17			
A. Salaries (adjusted for time dedicated to Canada)	UW	WWU	TOTAL
NRC Staff (directly related to the program)	\$185,677	\$253,716	\$439,393
JSIS Support Staff (19 support staff)	\$173,892	n/a	\$173,892
Endowed Chairs (2)	n/a	\$173,116	\$173,116
Area Studies Faculty	\$1,966,892	\$882,891	\$2,849,783
Language Faculty	\$325,539	\$121,869	\$447,408
Librarians	\$86,250	\$51,750	\$138,000
Evaluation Academic Program, Impact Evaluation Project*	\$40,000	n/a	\$40,000
Subtotal Salaries	\$2,778,250	\$1,483,342	\$4,261,592
B. Other Support	UW	WWU	Total
Project Director, Research Funds, Director's Office, JSIS	\$10,000	n/a	\$10,000
Canada Fulbright Chair in Arctic Studies (4 supporting offices)	\$25,000	n/a	\$25,000
Arctic Fellows Program, International Policy Institute, JSIS	\$134,500	n/a	\$134,500
Outreach Support, Director's Office, JSIS	\$5,000	n/a	\$5,000
Library Acquisitions, Libraries	\$53,303	\$7,947	\$61,250
Subtotal Other Support	\$227,803	\$7,947	\$235,750
TOTAL INSTITUTIONAL SUPPORT	\$3,006,053	\$1,491,289	\$4,497,342
*UW's Division Dean of Social Sciences funding to assess impact of the Title VI academic programs			

Hall with two multimedia equipped meeting rooms, a lecture hall, and fully furnished offices with state-of-the-art computers; at WWU, Canada House Programs share Canada House, a heritage building with eight offices and meeting rooms. UW and WWU provide significant salary support to the Centers: 100% for the project directors and directors of the Border Policy Research Institute and Salish Sea Institute; 70%–100% for the managing/assistant directors; 50%–100% for program coordinators; 60% for the FLAS Coordinator; 44% for the Database Manager; and 100% for the Jackson School's 19 support staff. UW's project director receives \$10,000 for research and one month's summer salary; WWU's receives a 0.5 course release.

Concerning **teaching staff**, WWU supports four full-time positions in Canadian Studies – environmental studies, French, history, and geography – all initially leveraged with Title VI funding. WWU provides \$173,116 annually for the Distinguished Visiting Professor of Canadian Culture, and the Ross Distinguished Professor of Canada-United States Business and Economic Relations. In September 2018, the Ross Chair will be taken by Edward Alden, the Bernard L. Schwartz Senior Fellow at the Council on Foreign Relations in Washington DC. UW's Office of Global Affairs, College of the Environment, the Division of Social Sciences, and the Jackson School just re-committed \$125,000 to support UW's Canada Fulbright Chair in Arctic Studies, who teaches ARCTIC 401 (2018–22). In addition, UW and WWU combined provide almost \$3 million annually in salary support (adjusted for time dedicated to Canadian Studies) for about 100 faculty and researchers. Finally, teaching support is provided on an ad hoc basis such as the \$40,000 provided by the Henry M. Jackson School of International Studies (Jackson School) to support the Winter 2017 Task Force on Canada that included an 8-day research trip in Ottawa.

UW and WWU provide significant support for **library resources** in Canadian Studies, French, francophone Canada, Pacific Northwest and Salish Sea Studies, Arctic Studies, and Inuktitut (see Table E.1). UW Libraries has a Canadian Studies Librarian, S. Romaine, and nine

additional librarians dedicated to Canadian content in their subject areas, including in French and Québec Studies, History of the Pacific Northwest, and Fisheries and Oceanography. Support for Canada collections by UW Libraries is best illustrated by the 2016–17 awarding of two Allen Library Endowment Fund grants to S. Romaine for online access to back issues of *Canadian Geographer* and *Polar Record*, and funding for CAMPUS online streaming services providing access to over 3,500 National Film Board of Canada films. WWU's Western Libraries has a Canadian Studies Librarian, R. Lopresti, a Children's Literature Interdisciplinary Collection with significant Canadian holdings, map library personnel, and Heritage Resources staff who manage the Northwest Collection (over 8,000 titles) and the Center for Pacific Northwest Studies.

Both institutions provide considerable support for **linkages with institutions in Canada**. UW's Office of Global Affairs is home to UW Study Abroad, the Global Innovation Fund, agreements and partnerships with institutions abroad, and UW Global Travel – all of which play a direct role in assisting the Center with supporting partnerships with Canadian institutions. In the past academic year, UW's Vice Provost J. Riedinger worked with the Center and University of Victoria (UVic) to create a Student Exchange Agreement to pave the way for the Corbett British Columbia-Washington International Exchange. UW Study Abroad provides publicity and online applications for both the Corbett and Killam exchange programs to Canada. The WWU Global Learning program coordinates the biennial Summer in Montréal course led by C. Keppie and hosted by the Université du Québec à Montréal, and the annual Redfish School of Change summer field school in the Salish Sea in collaboration with UVic. WWU is strengthening connections to universities through a Memorandum of Understanding with the University of the Fraser Valley in Abbotsford, BC, to enhance long-term stewardship of the Salish Sea bioregion; and via a new joint Cross Border Research Fellowship co-hosted by the Border Policy Research Institute and School for Public Administration and Borders in Globalization project at UVic.

UW's Divisional Dean of Social Science and the Director of the Jackson School provided the Center with \$250,000 for teaching and **outreach activities** over the past grant cycle: \$80,000 from an Andrew W. Mellon Foundation grant "Enhancing Area and Global Studies at the University of Washington" for conferences, workshops, symposia, lectures, and teacher training under the umbrella of two major projects, "Re-Imagining Area Studies in the 21st Century – The Arctic as an Emerging Global Region" (2013–14) and "Area Studies and Indigenous Ways of Knowing" (2014–15); and over \$170,000 in funding from a Carnegie Corporation of New York "Bridging the Gap" grant. In addition, the Jackson School's Director's Office provides \$5,000 annually to support outreach activities jointly hosted by the Title VI centers. The Associate Vice President for Academic Affairs at WWU offered considerable support to establish and staff the Salish Sea Institute in 2017 and house it with the Center and the Border Policy Research Institute in the Canada House heritage building on campus; and also supports outreach activities, including the BPRI's annual Paul Storer Memorial lecture, and travel support for directors to present at conferences and participate in cross-border collaborative projects. To grow the impacts of our outreach programming, Canada House Programs have developed partnerships with Western Reads, Fairhaven World Issues Forum, and Community Engagement Fellows programs.

Of the 19 support staff in the Jackson School, 11 are with the Academic Services Office, each of whom dedicates his/her time to **qualified students**. This includes a full-time FLAS Coordinator, advisor for majors and minors in Canadian Studies, and an advisor for the Arctic minor. Additional support is provided by the Career and Internship office that maintains a website listing funding opportunities for Jackson School students; a writing center; and an Student-Alumni Mentor Program that matches students with Canada-US organizations such as the Pacific Northwest Economic Region. The Jackson School also offers dozens of workshops on topics that range from improving academic excellence to writing a compelling curriculum vitae.

At WWU, qualified students receive support through teaching and research assistantships, internships, and scholarships, such as the 40th Anniversary Canadian Studies Scholarship.

The UW is currently the only institution in the nation that has a full-time staff dedicated to the FLAS fellowships program. R. Davis maintains communication with FLAS Fellows and provides academic advice. She also works closely with FLAS Fellows in First Nations languages and Inuktitut to draft proposals for language study and facilitate collaborations with institutions that make the study of these languages possible. Many of the Center's FLAS Fellows have benefited from additional financial and other support as a result of the Mellon Foundation and Carnegie Corporation funding mentioned above.

CRITERION E: STRENGTH OF LIBRARY

E.1a. Strength of Library Holdings. UW Libraries includes 16 libraries on UW Seattle campus and three off-site locations: Friday Harbor Laboratory (with close ties to the Bamfield Marine Sciences Centre, BC), UW Bothell, and UW Tacoma campuses. Western Libraries includes the main and special collections, including the Center for Pacific Northwest Studies. The WWU repository system CEDAR features all Border Policy Research Institute publications, Salish Sea Ecosystem Conference papers, and student theses for open-access use. The Consortium's library collection in Canadian Studies, French, and the Inuit language is very strong, totaling over 650,000 units (see Table E.1). This includes printed volumes, electronic books and journals, maps, audio and video recordings, and museum artifacts, with collection strengths in Salish Sea and Indigenous Studies, Arctic Canada, and Québec and francophone Canada Studies.

Access to non-print holdings is considerable. Both UW Libraries and Western Libraries purchase access to multiple online databases. Highlights include: *Canadian Business and Current Affairs Database*, Canada's most comprehensive full-text online provider; *HeinOnline*

Table E.1: Strength of Canadian Studies Library Collections			
Library Collections	UW	WWU	Total
Catalogued Volumes	125,000	26,000	151,000
French titles	316,000	21,000	337,000
Arctic titles (includes Inuit language)	5,000	1,800	6,800
Map Sheets	18,000	11,400	29,400
Video Recordings	500	1,400	1,900
Special Collections Pacific Northwest	50,000	500	50,500
Children's Interdisciplinary Literature Collection	n/a	1,000	1,000
Serials, Canadian (print and electronic)	21,500	300	21,800
Serials, French	1,000	2,200	3,200
Canadian Government Documents	18,000*	23,200	41,200
Subtotal	555,000	88,800	643,800
Museums/Other Collections	UW	WWU	Total
UW Burke Museum, Northwest Collection	10,000		10,000
UW Polar Science Center	750		750
WWU Western Gallery		26	26
WWU CEDAR: Border Policy Research Institute Publications		302	302
WWU CEDAR: Salish Sea Ecosystem Conference Publications		1,802	1,802
Subtotal	10,750	2,130	12,880
TOTAL	565,750	90,930	656,680
*Does not include provincial or municipal government documents integrated into the main collections.			

Court Reports, and *Provincial Statutes of Canada*; *Canadian Periodicals Index Quarterly*; and *ProQuest Dissertations and Theses Global*. Newspapers and newswires are provided via news databases, including *Canadian Newsstream*, with access to over 360 news sources, including *The Globe and Mail*, *Toronto Star*, *Montreal Gazette*, *National Post*, and transcripts of *The National/Le Téléjournal*. WWU Libraries recently acquired permanent digital access to back files of *The Globe and Mail* and the US Congressional Serial Set (1789–1969), containing nearly 1,000 publications with Canada as the main subject and 20,000 that mention Canada.

Language collections at the Consortium libraries include almost 400,000 volumes and over 6,000 serials in the French; almost 9,000 volumes about Québec (not including literature); and 200 titles in Inuktitut. To facilitate the cooperative exchange of resources between French and North American libraries, UW Libraries is a member of the Collaborative Initiative for French Language Collections. Membership has allowed the purchase of permanent online access to several Canadian French language periodicals including *CPI.Q*, the award-winning electronic version of the Canadian Periodical Index providing a bilingual interface.

The Consortium holds over 40,000 Canadian federal publications, 3,000 BC government documents, and almost 30,000 maps of Canada. The Burke Museum of Natural History has extensive collections in its Bill Holm Center for the Study of Northwest Native Art, thousands of art images in the Northwest Coast image research database, and the George MacDonald Archive of historical Northwest Coast photographs. WWU Libraries' main reading room is home for the Northwest Collection with over 800 books on BC. In addition, WWU Heritage Resources has over 500 items with Canada as a subject heading, including materials within the affiliated Center for Pacific Northwest Studies, including maps, archival collections, and photographs.

To support the Consortium's Arctic Studies Minor, the libraries combined have acquired almost 7,000 volumes on the Arctic and maintain access to the *Arctic and Antarctic Regions* database and the subject guide, *Arctic and Northern Studies* at UW. UW's Polar Science Center also maintains a website of over 750 journal articles on the Arctic by UW researchers. Finally, the Consortium has a strength of collections in Canadian literature, with a focus on publishers from BC and Indigenous writers at UW; and the Children's Literature Interdisciplinary Collection at WWU with over 1,000 books, including a number of books by Indigenous authors and materials acquired by the Consortium.

E.1b. Institutional Support. UW and WWU provide considerable support for our collections – over \$200,000 annually for Canadian acquisitions, salaries and travel for librarians (see Table D.1, and Criterion D.1 above).

E.2. Availability of Research Materials. A significant percentage of research materials from other institutions, including online databases, are available to students via cooperative arrangements. For example, in 2015–16, UW loaned 53,389 volumes to other libraries and borrowed 87,660 items from libraries around the globe. A dedicated budget of over \$100,000 is used to provide the campus with free interlibrary use of books, journals, articles, and other items.

Both libraries are members of the Center for Research Libraries, a non-profit organization of 125 research libraries in Canada and the United States that share research missions. The Center for Research Libraries has a joint collection of 5.5 million volumes, including the International Doctoral Dissertation Collection of 800,000 items and 6,100 foreign newspapers; and the Orbis Cascade Alliance, a non-profit consortium of 39 colleges and universities in Oregon, Washington, and Idaho that shares over a quarter million books annually (see Figure E.1). UW

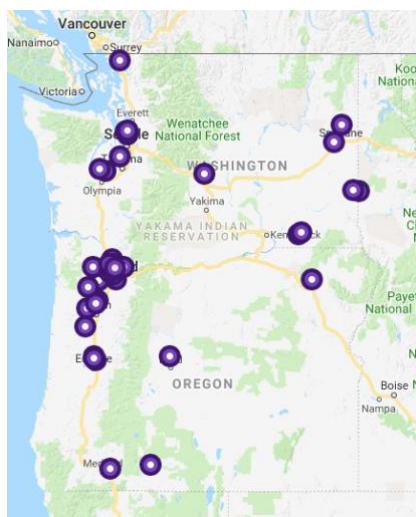


Figure E.1. Orbis Cascade Alliance enables free access to 39 local libraries in the region.

Libraries provide a free UW Libraries Borrower's Card to faculty, students, and staff of Orbis Cascade Alliance institutions and WA State community colleges; spouses or domestic partners of UW faculty, staff, academic personnel, visiting scholars, administrative personnel, and retired faculty and staff; WA State teachers and school personnel; federal and state governmental employees who need library material in an

official capacity; health-related professional from

institutions with major UW affiliations. Borrower's

cards with a nominal fee are available to individuals with research needs, high school students ages 15 to 18, and county and city government officials. Western Libraries provides a borrower's card to any individual with a library card from Bellingham Public Library, Bellingham Technical College, Northwest Indian College, Whatcom Community College, or Whatcom Public Library.

CRITERION F: QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

F.1. Quality/Extent of Course Offerings. The Consortium's course offerings are of high quality as evidenced by the number of faculty in tenure or tenure-track positions (~75%) and the frequent recognition they receive for excellence in teaching. For example, at UW, three faculty

members have been nominated for 2018 Distinguished Teaching Awards by the Teaching and Learning Center: C. Coté, American Indian Studies; M. Smith, French and Italian Studies; and K. Zeichner, School of Education. C. Coté, a member of the Nuuchah-nulth Nation in British Columbia, is a popular educator whose enrollments in the Native Peoples of the Pacific Northwest course doubled in Fall 2016 from 40 to 80 students. M. Smith, who specializes in diaspora studies, has developed and taught a new course on the francophone diaspora in North America. K. Zeichner, whose research focuses on policies related to teacher education, is the recipient of a \$25,000 grant from the National Center on Education and Economy (2013–15) for a project addressing policies and practices related to teacher education in Alberta. At WWU, C. Keppie, Department of Modern and Classical Languages, was awarded the Teaching-Learning Academy Award in 2012 and was nominated for Faculty Mentor of the Year in 2017; and C. Friday, Department of History, received the Outstanding Faculty Leadership Award in 2018 for his work on tribal sovereignty issues across the university and with tribal communities. The extent of course offerings is evidenced by the number of courses with Canadian content that are offered annually by the Consortium – approximately 170 per year. Canadian content courses

Table F.1: Non-Language Program Enrollments 2016–17			
Number of Courses Offered	UW	WWU	Total
Undergraduate Courses	91	40	131
Graduate Courses	38		38
TOTAL	129	40	169
Enrollments			
Undergraduate Enrollment	4,205	1377	5582
Graduate Enrollment	656	0	656
TOTAL	4,861	1363	6224
Other Indices			
Courses in Arts and Sciences	81	25	108
Courses in the Professional Schools	48	15	63
Arctic Studies Courses	12	n/a	12
Enrollments in Arts and Sciences	3,243	1107	4350
Enrollments in Professional Schools	1,618	329	1947
Enrollments in Arctic Studies Courses	292	n/a	292

are offered at UW in 12 departments in the College of Arts and Sciences, seven professional schools, and at three campuses (Seattle, Bothell, Tacoma); and at WWU, in 12 departments and four colleges, including the professional schools (see Table F.1, previous page and App. 3). Of the courses offered annually, in 2016-17, 65% were found in the College of Arts and Sciences (or its equivalent on each campus) and 35% in the **professional schools**, representing 11 schools and colleges (see Table F.2). Unique to the Consortium, the UW works directly with the School

Table F.2: Extent of Canadian Content Courses in Professional Schools	
College or School	# Courses 2016–17
UW College of Built Environments	9
UW School of Education	2
UW College of Engineering	2
UW College of the Environment	21
UW School of Public Policy and Governance	3
UW School of Public Health	1
UW School of Social Work	1
UW Bothell: Education	2
UW Tacoma: Social Work	7
WWU Huxley College of the Environment	19
WWU College of Business and Economics	3
Total # Courses	70

of Oceanography to offer the interdisciplinary minor in Arctic Studies. UW’s minor in Arctic Studies has been a model for Consortium collaboration with professional schools, which WWU will build on to create the new Salish Sea Studies minor through partnerships with Huxley College of the Environment and Shannon Point Marine Center. Many courses in the UW College of the Environment and WWU Huxley address cross-border environmental sustainability and transboundary governance. The 2018 K-12 STUDY CANADA Summer Institute involves partnering with WWU Woodring College of Education to co-develop professional development for in-service teachers using Indigenous content in their classrooms.

F.2. Interdisciplinary Courses. The Consortium provides interdisciplinary approaches to Canadian Studies via cross-listed courses, team-taught courses, and courses with integrated interdisciplinary content. In 2016–17, UW offered a total of 27 cross-listed courses that

integrated the social sciences with the natural sciences, Indigenous studies with history, and French courses with area studies. Canada is well represented in a wide range of courses in relation to the three focus areas for the Consortium: the Salish Sea, Arctic Canada, and Québec and francophone Canada. One of the most successful examples of interdisciplinary course work is found in the Arctic Studies minor. One of the key goals of the minor is to introduce policy to students from the natural sciences and humanities, and natural science courses to students from the social sciences and humanities, effectively improving literacy across the disciplines. To achieve this, the Canadian Studies Center partnered with the School of Oceanography to design and co-sponsor the minor. The capstone course, ARCTIC 401: Integrating Policy and Science in Arctic Studies, is team-taught by a faculty member from College of Arts and Sciences and from College of the Environment. In addition, the ARCTIC 400 required course, taught by the Canada Fulbright Chair in Arctic Studies, is supported by the Colleges of Arts and Sciences and the Environment, requiring that the Chair, who teaches ARCTIC 400, alternate between a social and natural scientist. Of the last five chairs, two have been biologists, two social scientists, and one a practitioner (former premier of the Yukon).

The success of the interdisciplinary design of Arctic Studies will serve as a model for the proposed Salish Sea Studies at WWU that will draw on courses from regional cultural and natural history, courses offered in Huxley College of the Environment, and Indigenous Studies. Over 40% of the teaching faculty in Canadian Studies at both institutions specialize in regional cultural and natural history, Indigenous Studies, museology, and other fields in the Pacific Northwest. This area of specialization is growing, as evidenced by the establishment of the Salish Sea Institute at WWU and university approval for the development of a Salish Sea Studies program, as well as many new courses at both institutions. Recently developed courses across the Consortium include: AIS 311: The Indigenous History and Environment of the Salish Sea,

piloted in 2016–17 by J. Reid, UW Department of History; courses on Salish art and history taught by K. Bunn-Marcuse, Burke Museum; ENG 458 Nonfiction Writing: The Salish Sea, taught by N. Pagh, WWU Department of English; and a first-year seminar on the Salish Sea, taught by N. Baloy, WWU Center for Canadian-American Studies, in collaboration with G. Wang, WWU Department of Environmental Studies, and J. Seltz, WWU Department of History. Faculty are increasingly building opportunities for cross-border experiential learning opportunities into their courses. For example, J. McLaughlin, WWU Department of Environmental Sciences and S. Yang, WWU SEA Discovery Center offer Environmental Science course credits for students attending the Salish Sea Ecosystem Conference.

F.3. Sufficient Teaching Faculty. The Consortium boasts almost 100 non-language affiliated faculty who teach approximately 170 courses annually. Both Centers work with department heads and faculty across campus to encourage and support the inclusion of Canadian content in teaching and research, resulting in the ongoing strengthening of the teaching program. In the 2014–18 grant cycle, these efforts resulted in 25 new faculty joining the Consortium as affiliates, including M. Smith, UW French and Italian Studies, whose conducts research on francophone communities in North America; C. Updegrave, UW American Indian Studies, who ran the first Tribal Canoe Journey to Canada in Summer Quarter 2017; E. Campbell and B. Hevly, UW Department of History, who are both developing new courses for the Arctic minor; W. Wilcock, UW School of Oceanography, who is teaching OCEAN 410: Marine Geology and Geophysics that includes a faculty-led trip to BC; and N. Stanger, WWU Environmental Studies, who integrates Canadian content in all of his courses, including the summer intensive field school, Redfish School of Change. In the 2018-22 cycle, a new faculty line will be added to WWU's Canada House Programs to fill institutional needs for an Indigenous Studies scholar with expertise on the Canadian side of the Salish Sea region; and a joint hire will occur between

UW's American Indian Studies and the School of Marine and Environmental Affairs in Arctic Indigenous population health. All instructional assistants for Consortium courses receive **pedagogical training**; at UW, instructional assistants participate in a mandatory week-long training session each year and required pedagogy seminar in fall quarter. The Graduate School's Center for Instructional Development and Research also provides ongoing workshops in course planning, teaching, and assessment. At WWU, undergraduate discussion group leaders for the large C/AM 200 introductory course are trained by faculty. Additional training in media technologies is provided by the Academic Technology Center.

F.4. Depth of Specialization. A depth of specialization in Canadian Studies is found across many disciplines on both campuses. Fourteen Canadian-specific courses are offered at least once a year in the Canadian-American Studies program at WWU. In the History program alone, seven courses focused specifically on Canada have been offered over the last three years – HIST 277; HIST 278; HIST 379; HIST 390 (three special topics courses), and HIST 490 (see App. 3B). Additionally, P. Buckley and D. Rossiter, WWU Department of Environmental Studies, teach cross-listed Canadian-American Studies and Environmental Studies courses each year focusing specifically on Canada and the transboundary Salish Sea – ENVS 331/C/AM 331 and ENVS 430/C/AM 430). N. Pagh and L. Gulyas, WWU English, regularly offer Canadian content in their English courses, such as the 2017 section of ENG 334, which focused specifically on Vancouver. Depth of coverage on Canada at UW is found in the Arctic Studies minor, where every course includes 25% to 100% Canadian content, and through the Department of American Indian Studies where C. Côté offers AIS 461/JSISA 426 First Nations Government and Politics in Canada; AIS 475/AIS 270A Canada, Standing Together-Tribal Canoe Journey; and AIS/JSIS 103: Indigenous Peoples and Cultures of the Northwest Coast. Additionally, K. Bunn-Marcuse, Burke Museum, provides courses on Indigenous art in the Pacific Northwest.

At both institutions depth of coverage in Québec and francophone Canada are well covered by project directors and their colleagues. FRENCH 441 Québécois Literature, taught by D. Delcourt, UW French and Italian Studies and FREN Civilization and Culture of Québec (WWU) are longstanding and regular offerings, and many new and revamped courses include significant francophone Canadian content (e.g., FREN Étude sociolinguistique; FRENCH 228 Water Crisis in Literature and Film; FRENCH 313 Business Communication in French; FRENCH 320 French Language and Cultural Identity; FRENCH 470 Cinema; FRENCH 472 Translation Theory and Practice; the 400-level courses are also offered at the graduate level).

CRITERION G: QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

G.1. Language Instruction. The Consortium offers instruction in French at all levels, including Canadian French, and partners with other institutions to provide instruction in Indigenous languages spoken in Canada. At UW, French classes are offered in the Department of French and Italian Studies, through Professional and Continuing Education (for non-traditional learners or students unable to attend university full time), and via UW in the High School; at WWU, French classes are offered in the Department of Modern and Classical Languages. In 2016–17 the Consortium offered almost 100 French language courses with a total enrollment of almost 3,000 (see Table G.1). UW in the High School program provides UW course credits for first-year

Table G.1 French Courses and Enrollments 2016–17						
UW: Department of French and Italian Studies; WWU: Department of Modern and Classical Languages						
	Courses Offered			Enrollments		
	UW	WWU	Total	UW	WWU	Total
Lower division, 100-level sequence	29	5	34	809	78	887
Lower division, 200-level sequence	13	8	21	363	160	523
Lower division, 300-level sequence	4	5	9	135	244	379
Subtotal Lower Division Courses	46	18	69	1,307	482	1,789
Upper division courses / subject courses	19	9	28	327	129	456
UW in the High School: French 103	1	n/a	1	669	n/a	669
Total	66	27	93	2,303	611	2,914

French, effectively creating a pipeline for high school students to the UW (or other colleges/universities). In 2016-17, 223 high school students earned UW French credits in the FRENCH 103 series. In the 2017-18 academic year, UW in the High School expanded to include French 201: Intermediate French. WWU offers FREN 425 (2 credits) to students who either work as university tutors for 100- and 200-level French courses or assist in a local high school French program (*On Parle*); the *On Parle* program is of particular interest and benefit to students who enroll in the WWU Woodring College of Education teaching programs.

Students are introduced to francophone cultures in Canada at both institutions at the 100-level. For example, at UW students are assigned the textbook *Rond-Point: Une perspective actionnelle* (2nd ed., 2015), co-authored by H. Meyer, French and Italian Studies, and including recordings in Canadian French. Both institutions also offer specialized courses in Québec and Acadian language and culture, including UW's FRENCH 320 Language and Cultural Identity, taught by M. Smith and R. Watts, French and Italian Studies, and FRENCH 441 Québécois Literature, taught by D. Delcourt; and WWU's FREN 332 Civilisation et Culture du Québec and FREN 385: Culture and Conversation, dedicated to Acadian culture and taught by C. Keppie. In the current grant round a four-week, study-in-Québec summer program was developed and is now offered on a biennial basis by C. Keppie – the only faculty-led French program at WWU. The program is hosted by the Université du Québec à Montréal, which provides accommodations and classroom services. Students earn eight 300-level credits toward a French major or minor while participating in this program. Many return to WWU to focus their upper-level French coursework on French Canadian sociolinguistics. They learn linguistic features of Québécois French in the classroom, which they put into practice during cultural outings to museums, festivals, and visits to Québec City and Mont Tremblant.

Important to least commonly taught language training, the Consortium’s FLAS program is the first and only in the nation to offer language training in Canadian Indigenous languages. Our success is due, in part, to successful partnerships with Canadian institutions. In the current grant cycle, over 40 courses were offered in Inuktitut, Nuuchahnulth, and Lushootseed, serving FLAS fellows and other UW students (see Table G.2).

Table G.2 – Instruction in Indigenous Languages in Canada 2016–17				
Language	Level	# Classes	Enrollment	Partnership
Inuktitut	100- to 400-level series	12	15	Nunavut Arctic College
Nuuchahnulth	100- to 300-level series	6	6	University of Victoria
Lushootseed	101	1	1	Evergreen State College
	Totals	19	22	

Enrollments in French language and French subject courses for the Consortium are high. In 2016-17, the 100-level sequence had an enrollment capacity of over 80% at both institutions with UW’s summer intensive at 100%; and subject courses had a 70% enrollment capacity, with WWU’s study-in-Québec summer program exceeding enrollment by 30% in 2018. UW in the High Schools also has robust enrollments – over 200 students per year. In 2016–17, the Consortium had 92 French majors, 58 minors, and nine UW graduate students (for all enrollment figures, see Table G.1 above).

G.2. Levels of Language Training. At UW there are **eight levels** of general language classes. After completing the 100-level, 200-level sequence, and 301 and 302, students can continue to develop further language skills via the FRENCH 304, 305, and 306 sequence and/or take upper division subject and special topics courses. In 2016-17 the UW offered 82 lower-division courses; 12 upper-division courses; seven subject courses; and 48 first-year courses via UW in the High School (see Table G.1). WWU offers the same general language classes as UW plus one more at the introductory level (FREN 104). In 2016–17 WWU offered five general language courses at the 100 level, eight courses at the 200 level, five at the 300 level, and nine upper-

division special topics courses at the 300 and 400 level; a total of 27 language courses.

Concerning language courses offered in **other disciplines**, UW's Foster School of Business has a French Track section of I BUS 491 CISB Seminar – a requirement for the Certificate of International Studies in Business – where students focus on doing business in French-speaking countries or subnational regions and meet with business leaders to discuss international aspects of their companies. In 2016-17 there were 11 French Track students. The UW Department of French and Italian Studies has revived its Business French course (FRENCH 313) and Translation Theory and Practice (FRENCH 472), both of which attract students from the Business School. In addition, the UW College of Education offers both primary and secondary teaching endorsements for coursework in French; and French is also an option for the Graduate Certificate in Second and Foreign Language Teaching in the Graduate School. WWU's College of Business and Economics partners with the Department of Modern and Classical Languages' French program to offer language instruction in business and management. In particular, FREN 402: French for Business attracts many non-French majors. An equivalent of this course is often taken abroad by French-International Business double majors at the Kedge Business School in Bordeaux, France. WWU's Woodring Faculty of Education provides a teaching endorsement to pre-service teachers who successfully complete LANG 410: Second Language Acquisition Theory and LANG 420: Second Language Acquisition Practice.

G.3. Sufficient Faculty. At the UW, the Department of French and Italian Studies has 14 faculty members (nine full-time and five part-time), and 10 teaching assistants or pre-doctoral instructors; Professional and Continuing Education has one part-time faculty member; and UW in the High School relies on 19 full-time French teachers. At WWU, there are four full-time French faculty in the Department of Modern and Classical Languages; due to program demands, the department will hire a fifth full-time French faculty member in 2018-19. The faculty-to-

student ratio for the 100- through 300-series averaged approximately 1:20 in 2016–17. Language faculty and instructional assistants at both institutions receive **language pedagogy training** appropriate for performance-based teaching. At UW this includes a mandatory week-long training for all teaching assistants held at the beginning of each academic year followed by a teaching methods seminar with K. Brandl, Department of Germanics and FRENCH 510 Methodology of French Language Teaching with H. Meyer. Incoming TAs also attend model FRENCH 101 courses to observe pedagogical methods; and once they begin teaching, they receive classroom visits twice during the first quarter of teaching and at least once during the remainder of the year. A workshop is offered annually in the department or at the Alliance Française for all faculty and TAs. The current pedagogy used by the department is “task-based language teaching” and all instructors are trained in this approach. In addition, UW’s Center for Teaching and Learning has a site dedicated to teaching foreign languages. UW in the High School instructors are trained to teach UW French courses by H. Meyer, the faculty coordinator for the program. At WWU, faculty training in instructional best practices is a continuing priority and faculty regularly attend pedagogical and assessment workshops offered through the Washington Association for Language Teaching and the American Council on the Teaching of Foreign Languages. Academic Technology and User Services at WWU also offers opportunities for professional development with instructional technology and the Institute for Global Engagement hosts workshops on internationalizing the curriculum.

G.4. Performance-Based Instruction. Consortium language courses are highly interactive and proficiency-based. Step-by-step assessment of student outcomes are measured to ensure appropriate competency is achieved before advancing to the next skill level. UW’s Department of French and Italian Studies uses the only performance-based textbook on the market in the United States, *Rond-Point: Une perspective actionnelle* (2nd ed., 2015) co-authored by H.

Meyer. UW has also aligned its expected outcomes with the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFRL) and trains faculty to reach those measures. UW's Language Learning Center offers state-of-the-art **resources** and facilities for faculty and students including: the Moodle learning management system, HTML5 streaming media server to provide students with fast and stable delivery of language learning media, and live feed of French Television. It ensures successful language learning by researching, making available, developing and supporting computer-based language learning resources as well as robust instructional and media content providing free and direct access to Québec learning resources. The Consortium works closely with the Language Learning Center including the recent completion (Spring Quarter 2018) of a 17-part module for Inuktitut. WWU's digitally equipped Language Media Center houses a collection of software and interactive video for self-instruction to provide students with basic-level French skills for practical, cultural, and business use: over 200 French and French Canadian films; a large library of software in French; 15 viewing stations; 53 computers; a set of newly purchased tablets with language applications; interactive computer programs; access to contemporary French music, French-language newspapers and magazines; and live satellite feed of TV5, the international francophone television station that provides programming from Québec. These resources are regularly implemented into course curriculum and student-driven research at WWU.

The quality of the French language programs at UW and WWU are reflected by the success of students meeting **language proficiency requirements**. Incoming students who have had prior language training must take a placement test, administered by the Office of Educational Assessment, in order to register at the UW (UW in the High School French students are exempt). UW students who have completed the FRENCH 300 sequence are often able to pass the CEFRL B2 test offered locally by the Alliance Française. At WWU, student learning outcomes are

assessed according to American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines; and upon completion of their program, students often pass ACTFL tests at an advanced level. Following yearly assessments of students, faculty meet to ascertain student progress and determine instructional and pedagogical changes needed in introductory language courses to ensure successful preparation for upper-level work.

CRITERION H: QUALITY OF CURRICULUM DESIGN

H.1. Baccalaureate Degree Programs. The Consortium boasts the strongest undergraduate program in Canadian Studies in the United States: UW and WWU are the *only* institutions in the country that offer a major, and two of just a handful of institutions that offer a minor. WWU, with 95% undergraduate students, is home to the nation's most vibrant major and minor, which draws courses from four colleges on campus and takes students into the field in Canada through several credit-bearing opportunities. The program was revamped in 2016 to align with current student and faculty interests in cross-border relations, cultural identity and history, and Francophone Studies. To introduce more students to Canadian Studies at UW, in 2012–13 the Canadian Studies Center worked with the School of Oceanography to develop the first minor in Arctic Studies in the contiguous states and the only one that highlights Canada's leadership role in the Arctic and the growing political influence of Canada's Arctic peoples in international affairs. The minor was authorized by President Young in 2014. The strategy has been more successful than anticipated: since 2014–15, almost 500 students have taken courses under the new ARCTIC prefix. Increasing enrollments and declared minors is one of the key goals of the Consortium in 2018-22 (see App. 4, PMFs). Drawing on the success of this model, WWU is developing a minor in Salish Sea Studies to provide mastery in Canadian Studies regarding the Pacific Northwest region. In addition, to effectively enhance Canadian content in international

studies courses in the Henry M. Jackson School of International Studies, we are working with the curriculum committee, chaired by affiliated faculty T. Lucero, to revamp the program to be thematic in focus. This will have a significant impact on the numbers of students introduced to Canadian perspectives on issues critical to the United States such as climate change, proposed pipeline expansions, indigeneity, and border issues. Finally, the Consortium is successful in encouraging undergraduates to take a concentration in Canadian Studies. For example, the NRC Impact Evaluation Project (see Criterion C) determined that approximately 1,400 UW students are taking a concentration in Canadian Studies (15+ credits) in a given year.

Our **requirements** result in a training program of high quality. The depth of the curriculum in core subject areas of Canadian economics, history, politics, and culture is complemented by exceptional language training opportunities in Canadian French offered on campus and in francophone Canada for students at both institutions. At WWU, 26 credits are required for a minor in Canadian-American Studies and the 53 credits are required for a major, including core courses, capstone research, and elective courses, and courses from four areas of specialization (Canadian-American Relations; Canadian Histories, Cultures, and Identities; Francophone Canada; Student Faculty Designed); for majors, at least 15 credits of coursework must be at the 400 level. The core courses in the major and minor include specialized courses on Canada with 100% Canadian content courses in literature, geography, history, economics, and political science. Both the major and minor are anchored by the multidisciplinary foundation course, C/AM 200: Introduction to Canadian Studies. At UW, of the credits required for a major, 25 are in international studies offered by the Jackson School, 10 are Canada-focused courses, and 18 are electives; majors are required to have second-year-level French competency. The interdisciplinary Arctic Studies minor is administered by the Consortium and offered in partnership with other Title VI centers in the Jackson School: Russia, East European and Central

Asian Studies; West European Studies; East Asia Studies; and Global Studies. The minor requires four core courses: ARCTIC 200: Indigenous Diplomacies and International Relations in the Arctic; OCEAN 235: Arctic Change; ARCTIC 400: Integrating Policy and Science in Arctic Studies; and ARCTIC 401 taught by the Canada Fulbright Visiting Chair in Arctic Studies. To assess quality and effectiveness of the Arctic minor, in Fall Quarter 2017 evaluator J. Brobst surveyed all of the students who had taken Arctic minor courses. Over 90% responded affirmatively to questions concerning an increase in understanding of Canada's role in and relationship with the United States concerning Arctic affairs. One testimonial noted, "These studies have made me much more interested in the intersection of politics, social sciences, and the natural sciences in the Canadian and US Arctic."

H.2. Academic and Career Advising. There are three levels of academic and career advising services available to our students: at the university level, through the Jackson School, and from the project directors and staff of each Center. At both institutions, undergraduate advising offices and career services offer expansive services to all undergraduates. In addition, the Jackson School has a number of full-time staff who provide advising tailored to our students including: a director, a designated Canadian Studies undergraduate advisor, an advisor for the Arctic Studies minor, a graduate student advisor, a director of Career Services and Alumni Relations, an advisor for the Master's in Applied International Studies, and a Fellowships Coordinator. In addition, the Consortium has a 0.5 FTE advisor, E. Schifferling, dedicated 100% to study-in-Canada thanks to private funding raised in the current grant cycle. Both institutions have study abroad offices that inform students about faculty-led programs to Canada and advise students about study, internship, and work opportunities in Canada. In addition, all Center staff meet with students on an ongoing basis to encourage them in the study of Canada.

H.3. Training Options. The Consortium's curriculum provides training options for graduate students from a variety of disciplines and professional fields. UW, with a graduate student body of 30+%, offers Canadian content courses in nine schools and colleges, including seven departments in the College of Arts and Sciences (Art; Gender, Women and Sexuality Studies; Geography; History; the Jackson School; Linguistics; and French); and six professional schools (Colleges of Built Environments, Education, Engineering, the Environment [including the Schools of Aquatic and Fisheries Sciences, Marine and Environmental Affairs, and Oceanography], Public Policy, and Public Health). Training options are also available via the Consortium's annual Canadian Studies Graduate Student Symposium focusing in the past on business, Québec, marine policy, ethnomusicology, and the Arctic; and fellowship programs that have focused on Indigenous concepts of territory and area studies. At least 35% to 40% of the students who participate in these training programs are from the professional schools. At WWU, where graduate students comprise only 5% of the student body, the Consortium provides research training on transportation, security, and environmental policy at the Canada–US border via Border Policy Research Institute fellowships.

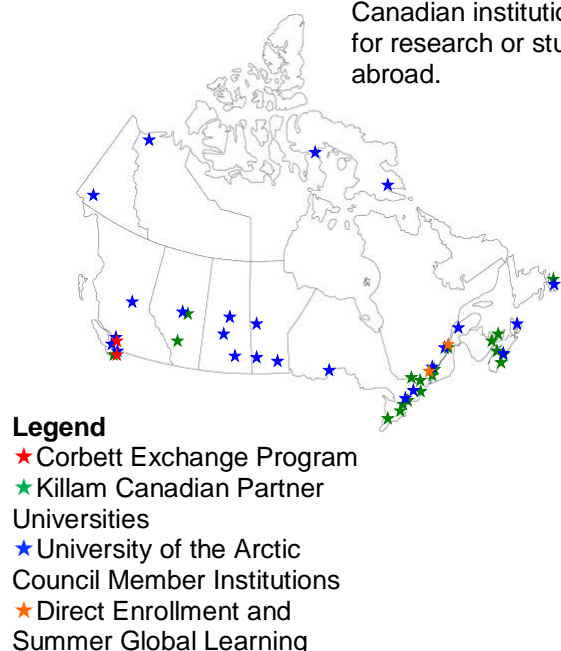
The Consortium has one of the **highest quality** graduate training programs in the nation – Canadian studies is well integrated into Jackson School's MA and PhD programs, College of the Environment, and the schools of Education, Law, Social Work, and Urban Design and Planning. Every year up to a half dozen students from these units are engaged in research on Canada. Examples of programs represented and research focus in the current grant cycle include: A. Delo and B. Ray, MA, Jackson School, Québec energy policy and renewable energy initiatives in Canada and the US, respectively; Sandra M., MEd, School of Education, higher education in Canada; E. Wessells, MA, Museology, repatriation between US Museums and Canadian First Nations; S. Laurino, MA, School of Social Work, Indigenous homeless in Montréal; and P.

Dodson, PhD, Law School, immigration policy in Canada. The Consortium ensures a high-quality program via annual graduate symposia or fellows programs where faculty from across campus advise students on research projects (focused on indigeneity and the Arctic in the current grant cycle); mentoring students to present at academic conferences (two students presented at the Association for Canadian Studies in the US and one at the Pacific Northwest Canadian Studies Consortium this past year); and via support for events that serve underrepresented students such as UW's Native American Students in Advanced Academia Symposium. In the next grant cycle, the Consortium will establish the nation's second graduate certificate in Canadian studies (after U Buffalo) focused on Canada's leadership role in the Arctic as a result of programs offered in the current grant cycle that successfully accessed student interest.

H.4. Formal Arrangements for Study-in-Canada. In the current grant cycle, the Consortium established formal arrangements with University of British Columbia (UBC 2014) and University of Victoria (UVic 2017) as part of the new Corbett British Columbia–Washington International Exchange Program.

Thanks to funding from the Corbett family, the program provides scholarships for undergraduate students at the UW to spend two semesters at UBC or UVic, and for students from UBC and UVic to spend three quarters at UW (\$10,000 for UW students; \$12,000 for UBC or UVic students). Since its inception in 2014–15, nine students have participated in the

Figure H.1. Formal agreements between Consortium and Canadian institutions for research or study abroad.



program and seven were just selected for the 2018–19 academic year. The UW is also just one of 15 institutions in the United States that has a Memorandum of Agreement with the Killam Foundation, Ottawa, enabling two UW students to study at one of Killam’s 19 Canadian partner institutions (see Figure H.1 above) and two Canadian students to come to UW. Thirteen students have participated in the program in the last five years. As a Council Member in University of the Arctic (UArctic), UW students may also opt to study or conduct research at over 20 Canadian member institutions. In summer 2014, two students studied Inuktitut in Igoolik, Nunavut, as part of UArctic membership. R. Watts, Project Director, is in the process of developing a direct enrollment agreement with l’Université Laval to increase UW study-in-Québec opportunities. Finally, between 30 and 50 students participate in faculty-led courses to Canada annually. The annual Redfish School of Change summer field school (taught by N. Stanger, WWU Environmental Studies) and the ENVS | C/AM 430/530: Borderlands course (taught by P. Buckley, WWU Geography) are among several established study opportunities for students to travel to Canada. To facilitate **summer language programs**, the WWU Global Learning program coordinates the biennial Summer in Montréal student study abroad experience with C. Keppie, WWU Modern and Classical Languages, hosted by Université du Québec à Montréal. The FLAS Coordinator maintains a list of FLAS-eligible Québécois French language programs to distribute to students, and maintains regular contact with language programs, gathers feedback from students on quality of programs and experience, and connects prospective students to past participants. In the current grant cycle, FLAS Fellows have studied at the universities of Laval, Montréal, and Québec in Montréal, the Bouchereau Lingua International (in Montréal and Québec), Point3 Language Center, and Sprachcaffe Language Plus. Student research areas have included: St. Lawrence fishery and fisheries conflicts in Canada, Québécois national identity, Francophone/Anglophone relations and second language acquisition, Canadian IP law,

comparative U.S./Canadian healthcare law, Canadian travel industry/hospitality law, and Québécois music.

CRITERION I: OUTREACH ACTIVITIES

I.1. Significant and Measurable Impact. The Consortium is a longstanding leader in outreach: in any given year, we host or co-sponsor about 100 activities that enhance knowledge about Canada for thousands of participants. For example, the Consortium's K-12 Study Canada Summer Institute has trained over 500 **elementary and secondary** educators to date, representing every state in the nation; and the Community College Master Teacher Institute has trained about 300 educators representing over 20 **postsecondary institutions** in the Pacific Northwest. The Salish Sea Ecosystem Conference draws over 1,400 participants to its biennial meetings. The Border Policy Research Institute is the only institute in the country dedicated to informing policy makers, **business, and the media** on matters related to the Canada–US border.

I.1a. Elementary and Secondary Schools. The flagship K-12 training for the Consortium is the K-12 STUDY CANADA Summer Institute, now in its 41st year – the nation's longest serving training on Canada. Each year, faculty from WWU colleges and departments, including Woodring College of Education, deliver presentations and prepare content for the institute. For example, this year WWU Woodring Professor A. Lees and Lummi Nation educators will deliver a full day of presentations and experiential learning activities for participants as part of our 5-day institute entitled "Using Salish Sea and Canadian Resources to Strengthen First Nations and Native American Content in the Classroom." This year's offering attracted 60 applicants, who will receive guidance to link Canadian content and pedagogy with state standards for units on Indigenous life and history, such as Washington State's Since Time Immemorial curriculum. The Consortium also achieves **national** impact through our collaborated outreach with the Northeast

NRC on Canada at the annual National Council for Social Studies (NCSS) – the largest association dedicated to social studies in the US, attracting 3,000 educators each year. Since 2008 NRC outreach is responsible for a total of 78 conference presentations at NCSS, including four pre-conference clinics, some hosted at the Embassy of Canada or regional Consulate General offices in years past. Through these initiatives, the Consortium recruits Teacher Associates, who amplify outreach by sharing resources with their school district and broader teacher networks. The Consortium achieves **regional** impact via participation in the Washington State Council for Social Studies, where 200 educators participate from over 70 schools or school districts. The Consortium also has an extremely effective outreach strategy for sharing resource materials, including e-newsletters and a comprehensive website, currently being redesigned for a refreshed launch this fall in combination with a new social media outreach strategy.

I.1b. Postsecondary Institutions. A key example of successful outreach to postsecondary institutions is the annual Community College Master Teacher Institute (CCMTI). CCMTI is offered in collaboration with the seven other Title VI centers in the Henry M. Jackson School of International Studies and the Northwest International Education Association. Each year CCMTI focuses on a theme critical to US national interests, such as climate change or global populism, with consortium faculty providing a Canadian perspective, including, recently, the schools of Marine and Environmental Affairs and Urban Design and Planning. Other highlights from our outreach to postsecondary institutions from the current grant round include a collaboration with the College of Rural and Community Development with five Title III-eligible branch campuses under administration of the University of Alaska, Fairbanks, to offer a youth leadership training – the Model Arctic Council. Sixty-five students representing nine universities in the US, including the US Coast Guard Academy, and 12 universities in Canada participated in the program. Consortium collaborations, such as with the Community Engagement Fellows network

and the Fairhaven World Issues Forum, amplifies our postsecondary outreach significantly by infusing existing forums and public events with Canadian content and expertise. Videos from these and other events are available on the Center's fully redesigned website. For example, in 2018, Lee Maracle – former Distinguished Professor of Canadian Culture, acclaimed novelist and recently appointed Officer of the Order of Canada – delivered a World Issues Forum lecture at WWU and a Community Engagement Forum at Northwest Indian College; in 2015 D. Rossiter, WWU's Director, Center for Canadian-American Studies, J. Plouffe, Université du Québec à Montréal, and J. Connelly, Seattle Post-Intelligencer, presented a panel at Whatcom Community College on the Canadian elections; and in 2015 the Center also partnered with WWU Libraries and the Consulate General of Canada, Seattle, to host exhibits on the War of 1812 and the Arctic. Finally, the Consortium is secretariat of the Pacific Northwest Canadian Studies Consortium, a network of over 30 institutions in five states and three provinces whose representatives meet annually to share research and best practices.

I.1c. Business, Media, and the General Public. The mission of the Border Policy Research Institute (BPRI) is to promote research, academic programs, and outreach activities focused on critical policy issues affecting the Pacific Northwest and to serve the business, media, and general public. One especially impactful example of the BPRI's many activities was a collaboration with the Institute for Energy Studies, WWU's Huxley College of the Environment, and the Native Environment Science program at Northwest Indian College to offer a two-day symposium on the modernization of the Columbia River Treaty, including recordings of presentations and a policy brief now available on the BPRI website (February 2017). Another highlight from this grant cycle was a partnership with the Wilson Center for Scholars and Trent University to host a two-day conference on the Canada and US Chairmanships of the Arctic Council (April 2016). The conference served about 65 individuals from institutions in the US

and Canada, including representatives from the State Department and the media. Impacts include video interviews, podcasts, policy articles, and an edited volume published by the Canadian Arctic Resources Committee (2017). Faculty from the Jackson School and the School of Aquatic and Fishery Sciences provided presentations. We also partner with the Pacific Northwest Economic Region, a public/private non-profit created by the states of Alaska, Idaho, Oregon, Montana, Washington, and the Canadian provinces of British Columbia, Alberta, Saskatchewan, and the Yukon and Northwest Territories, to provide the organization with interns and involve our faculty in their annual summit. Together, these examples represent a fraction of our Consortium's impact on K-12 educators, postsecondary institutions, and business, media, and the general public with the ongoing participation of our faculty and with our professional schools.

CRITERION J: FLAS AWARDEE SELECTION PROCEDURES

J.1. High Quality Selection Plan. FLAS Coordinator R. Davis **advertises** the FLAS program via a dedicated FLAS website, online, and print formats. The website includes access to the online application and guidelines, including an instructional video and FAQs, notice of upcoming information sessions, news from current and former FLAS Fellows, US DOE priorities, and appointment information. Online advertising also includes email announcements and notices on social media sites. Print advertising includes distribution of FLAS posters to student advising offices, dorms, student organizations, and relevant offices such as Study Abroad, Minority Affairs, Veterans Center, and Disability Services. Each fall R. Davis conducts 10 to 15 FLAS information sessions, presents in courses, speaks at new student orientations, and hosts a table at the Study Abroad Fair. This well-coordinated publicity strategy reaches approximately 5,000 students each year. The success of our selection plan is evident by the fact that we received 72 applications for 31 awards in the current grant cycle and of those

applications 39% were for Indigenous languages (Blackfoot, Nuuchahnulth, Oneida, Salish, Inuktitut); 54% from professional school students (Education, Law, Marine Affairs, Public Affairs, Public Health, Social Work); and from eight from departments in the College of Arts and Sciences (Anthropology, English, French, Geography, Interdisciplinary Studies, Jackson School, Linguistics, Political Science). Concerning the **student application process**, database manager D. Craig maintains the Jackson School's online award management system with the FLAS application form and the ability to upload transcripts and three letters of recommendation, including one that attests to the applicant's foreign language ability. The application requires a student profile, academic status, a list of foreign languages spoken and language level(s), relevant test scores, awards received, career goals, educational background, and financial need (a Student Aid Report or UW Office of Financial Aid offer letter). Importantly, the application requires a statement outlining the proposed course of study and describing how the study of Canada will facilitate the student's academic and career goals. UW Disability Services Office provides disability accommodation in the application process. The Selection Committee uses the following **selection criteria**: potential for high academic achievement as demonstrated by transcripts, test scores, letters of recommendation, and the applicant statement; previous foreign language training and demonstration of ability to gain advanced language proficiency; dedication to study of Canada, Québec, or the Canadian Arctic; relevance of the application to the announced priorities; relevance of French or Indigenous language study to research interests; articulation as to why the course of study is necessary for the student's academic and career goals; demonstration of potential to excel in government service or a professional field and to solve problems relevant to national security; interest in pursuing a professional career; and financial need. Special consideration is given to students from underrepresented groups, the professional schools, and applicants who demonstrate financial need. Financial need is

demonstrated by the expected family contribution as determined under part F of Title VI of the Higher Education Act. The Selection Committee **selects the fellows**. The Committee is appointed by the Project Director, reviewed and approved by the Director of the Jackson School. New committee members are selected annually to build broad faculty involvement with representation from the professional schools, the College of Arts and Sciences, and the Department of French (or Department of Linguistics). R. Davis provides committee members with a two-page Guidance for Evaluating FLAS Applications (including US DOE priorities), scoring criteria tailored to the Canadian Studies Center, and a scoring template with evaluation categories. R. Davis also meets with the selection committee to remind members of the US DOE and Center priorities. We have established a timeline that indicates **when each step will take place** in the selection process. This timeline is communicated to all applicants, Center staff, and the selection committee (see Table J.1). Our selection plan ensures awards correspond to the US

Table J.1 – UW FLAS Selection Process Schedule	
Through year	FLAS Fellowship advertised (focused publicity September–January)
Oct 31–Jan 31	Online applications are open
Early Jan	Center selects FLAS committee; JSIS Director approves committee
Early Feb	R. Davis provides selection committee members with US DOE priorities, Center-specific priorities, and ranking forms; committee reviews applications
Late Feb	R. Davis meets with selection committee to review priorities and clarify the ranking process; selection committee ranks applications; ranking is provided to R. Davis
Mar–Apr	Applicants are notified of results

DOE **announced priorities** for proficiency in least commonly taught languages; awards to applicants with financial need; and awards to applicants who will pursue government service, careers that address national security needs, or professional fields. The online application requests that the applicant respond directly to questions concerning US DOE announced priorities, enabling the selection committee to rank applicants, in part, based on these criteria. As a result, of the fellowships awarded in the current cycle 52% were for least commonly taught languages (see Table J.2, next page); and 71% for students who qualified for Federal Student

Aid. Only students who show high academic achievement based on indices such as grade point average, class standing, and strong letters of reference are awarded. Of 2017–18 FLAS Fellows, 67% demonstrated interest in government service, and 67% study in the professional programs of Law, Marine Affairs, and Education.

Table J.2 – UW FLAS Awards by US DOE Priorities, 2014–18					
Year	Total Awards	Indigenous Languages	Professional Schools	Pursuing Gov't Positions	Financial Need
2014–15	7	57% (3 Inuktitut, 1 Nuuchah-nulth)	57% ¹	57%	no data
2015–16	9	56% (3 Inuktitut, 2 Nuuchah-nulth)	30% ²	56%	67%
2016–17	9	44% (3 Inuktitut, 1 Lushootseed Salish)	67% ³	67%	78%
2017–18	9	50% (3 Inuktitut)	67% ⁴	67%	67%
TOTAL	31	52%	55%	61%	71%
¹ 2 Law, 1 Education, 1 Marine Affairs; ² 3 Law; ³ 4 Law, 1 Education, 1 Marine Affairs; ⁴ 3 Law, 2 Marine Affairs, 1 Education, 1 Social Work					

CRITERION K: COMPETITIVE PREFERENCE PRIORITIES

K.1a. Collaborations with Minority-Serving Institutions/Community Colleges. The

Consortium has established significant relations with three regional community colleges: Edmonds Community College, Northwest Indian College (also a Minority-Serving Institution), and Whatcom Community College (see App. 5, Letters 2, 3, and 4). At NW Indian College we will work with Dean of Academics, B. Portervint, and faculty member, M. Fryberg Jr., to create a new area of concentration in cross-border studies (15 course credits) for the Tribal Governance and Business Management program in partnership with UW's NRC's in Global Studies and Global Business. At Edmonds we are collaborating with T. Murphy, Chair of Anthropology, to incorporate content on First Nations–settler history in Canada into the 15-credit summer Tribal Canoe Journey to Canada. Through a partnership with Community Engagement Fellows, we will host forums on Salish Sea topics and cross-border learning exchanges for Fellows, composed of community leaders and educators from K-12 schools, NW Indian College, and Whatcom.

K.1b. Collaborative Activities with Teacher Education Programs. The Consortium will engage in many collaborative activities to promote the study of Canada in teacher education programs, including with WWU Woodring College of Education faculty to offer K-12 Study Canada professional development institutes and workshops (see Criterion I), World Affairs Council to offer an annual Global Classroom on the Arctic, and UW in the High School to bring teacher training in the French language and Québec culture to educators across Washington State (see App. 5, Letters 5 and 6).

K.2a. Awardees Demonstrate Financial Need. As a result of the FLAS Coordinator's effective recruitment efforts, the Consortium has a strong record of awarding FLAS Fellowships to students who demonstrate financial need. In the current grant round, 67% of the Summer 2017 and the same percentage of 2017–18 FLAS Fellows demonstrated financial need as indicated by students' expected family contribution, as determined under part F of title IV of the HEA. Each applicant must upload a federal Student Aid Report or UW financial aid offer letter to the online application, both of which list the applicant's expected family contribution. The Consortium will continue this record of awarding FLAS Fellowships to students with financial needs in 2018–22.

K.2b. 25% Less Commonly Taught Languages. The Consortium also has a strong record of awarding FLAS Fellowships in languages other than French. In the current grant round, about 40% of our applications were for least commonly taught languages. including Blackfoot, Lushootseed, Nuuchah-nulth, Oneida, Salish, and Inuktitut. Of the 34 fellowships awarded in 2014–18, 16 were in Lushootseed, Nuuchah-nulth, and Inuktitut – 47% of the total number of fellowships awarded. With the Consortium's dedication to diverse perspectives in international affairs, we will continue this tradition of recruiting and awarding at least 25% of our FLAS Fellowships in Indigenous languages spoken in Canada.

Other Attachment File(s)

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FY 2018 PROFILE FORM

**NATIONAL RESOURCE CENTERS | CFDA 84.015A
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B
(www.Grants.gov Part III/Other Attachments Form)**

Type of Application (check all that apply)

- ✓ Comprehensive National Resource Center
- ✓ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$287,959 Year 2: \$287,510 Year 3: \$287,303 Year 4: \$287,315

FLAS Request

Year 1: \$286,500 Year 2: \$286,500 Year 3: \$286,500 Year 4: \$286,500

Type of Applicant

- ✓ Consortium of institutions
 - ✓ ☐ Lead: University of Washington, Seattle
 - ✓ ☐ Partner 1: Western Washington University, Bellingham

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

✓ CANADA

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

French
Inuktitut
Salish
Nuu-chah-nulth
Lushootseed
Blackfoot
Oneida

PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
DIVERSE PERSPECTIVES AND AREAS OF NEED
SECTION 602(e) – 3,000-character limit per section

(1) How the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs:

In FY 2018–22 the Pacific Northwest National Resource Center on Canada (the Consortium) will strengthen curriculum and expand outreach activities around the key regions of the Salish Sea, francophone Canada, and the Canadian Arctic. The primary focus for region will be Indigenous influence in domestic and international relations, Indigenous-centered education, and environmental justice. The Consortium's various initiatives on the Salish Sea focus on the environmental and human health of the region. Consortium activities include a new faculty position in Salish Sea studies, course development, K-12 summer institutes and workshops on Indigenous curricula, and the research project "Social Science and the Salish Sea," which will include members of tribes and First Nations. Québec similarly retains its own strong identity within Canada and plays a vital role in its politics; as such, it serves as a model for national language and cultural maintenance. Finally, Inuit in Canada now must be taken into consideration in any international dialogues, foreign affairs, and decision making regarding the Arctic.

(2) How the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and nonprofit sectors:

The Consortium encourages all students to use our outstanding career and internship services offices to pursue service in areas of national need. In the UW's Henry M. Jackson School of International Studies, a full-time staff is dedicated to encouraging all students to seek positions in government, education, business, and non-profit sectors. The Director of Career and Internships works closely with the Consortium to provide internships that lead to future service in these fields, including with the Canadian Consulate and the Pacific Northwest Economic Region, a trans-boundary economic development organization. WWU's Huxley College of the Environment and College of Business and Economics each have robust internship programs with opportunities for engagement with transboundary environmental and economic policy and governance, often in conjunction with the Border Policy Research Institute.

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submitted through Grants.Gov

APPENDIX 3A: COURSE LIST - UNIVERSITY OF WASHINGTON

UNDERGRADUATE INTERDISCIPLINARY PROGRAMS

Arctic Studies Minor.....	1
Honors Program.....	1

ARTS AND SCIENCES, COLLEGE OF

American Indian Studies, Department of	2
Art, School of.....	4
Art History.....	4
Design.....	4
Communication, Department of.....	4
Comparative History of Ideas	4
Comparative Literature, Cinema & Media, Department of.....	5
English, Department of	5
Gender, Women and Sexuality Studies, Department of	5
Geography, Department of.....	5
History, Department of	6
History of the Americas: United States and Canada	6
Comparative and Transregional History	7
History Seminars and Independent Studies.....	7
International Studies, Henry M. Jackson School of	7
Linguistics, Department of	9
Literature.....	10

BUILT ENVIRONMENTS, COLLEGE OF

Landscape Architecture	10
Urban Design and Planning, Department of.....	10

EDUCATION, COLLEGE OF

Educational Curriculum and Instruction.....	10
Educational Psychology.....	10

ENGINEERING, COLLEGE OF

Chemical Engineering.....	11
Civil and Environmental Engineering	11

ENVIRONMENT, COLLEGE OF THE

Aquatic and Fishery Sciences, School of	12
Earth and Space Sciences, Department of	12
Program on the Environment.....	12
Environmental and Forest Sciences, School of	12
Bioresource and Science Engineering.....	12
Environmental Science and Resource Management	13
Marine and Environmental Affairs, School of	13
Oceanography, School of.....	13

PUBLIC POLICY AND GOVERNANCE, DANIEL J. EVANS SCHOOL OF

Public Affairs.....	14
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PUBLIC HEALTH, SCHOOL OF

Health Services	14
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SOCIAL WORK, SCHOOL OF

Social Work	14
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UW BOTHELL

Education Program	14
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UW TACOMA

Interdisciplinary Arts and Sciences, History	15
Social Work	15
Urban Studies, Geography	16

LANGUAGE INSTRUCTION PROGRAM – FRENCH AND INUKTITUT

French and Italian Studies, Department of	16
Lower Division Courses	16
Subject and Upper Division Courses	17
UW in the High School French Program.....	19
Inuktitut Courses	19

APPENDIX 3.A. COURSE LIST - UNIVERSITY OF WASHINGTON

Prefix	#	Se c.	Cross- listed	Course Title	CND Content	Instructor	CR	F 16	W 17	Sp 17	Su 17	F 17	W 18	Sp 18	Su 18	F 18	W 19	Sp 19	Su 19
UNDERGRADUATE INTERDISCIPLINARY PROGRAMS																			
Arctic Studies Minor																			
*ARCTIC	200			Indigenous Diplomacies & International Relations in the Arctic. Focuses on Canada's foreign and domestic Arctic policies, the political influence of the Inuit in Canada, and international northern policies.	35%	B. Ray F17/J. Young F18	3	22				19				x			
ARCTIC	387		ESS 402	Study Abroad. Relates Arctic geopolitics, indigenous internationalism, the arts, and natural sciences to the regions and peoples of the circumpolar world. This course, part of Early Fall Start, will take students to Greenland and Copenhagen.	25%	M. Koutnik	10									x			
*ARCTIC	300-level		HSTC MP 300-level	<i>New course.</i> History of the Circumpolar World. This course will provide a comprehensive history of the circumpolar world including Canada, Russia, the United States, and the Scandinavian countries.	25%	E. Campbell	5												YR 3
*ARCTIC	391	A	JSIS 391/H ONOR S 394	Climate Change: An International Perspective. The course will look at the science of climate change and connect Arctic change to human rights and other geopolitical issues in Canada, Alaska and West Europe.	35%	B. Pavia	5		9			10					x		
ARCTIC	400		HSTC MP 400-level	<i>Course revision.</i> History of Polar Science. This course will provide a history of the circumpolar world from the perspective of advancements in polar science from Canada, Alaska and West Europe.	33%	B. Hevly	3		22					x				x	
ARCTIC	401			Current Issues in the Arctic Region. Canadian scientists, scholars or indigenous leaders will present their current research on or experience in the Arctic.	100%	Canada Fulbright Visiting Chair in Arctic Studies	3			22		13					x		
*ARCTIC	498		JSIS 578	Special Topics in Arctic Studies. Inuit in Canada influence in domestic and international policy.	100%	N. Fabbi	3									x	x	x	
Honors Program																			
*HONOR S	394		JSIS 391/AR CTIC 391	Climate Change: An International Perspective. The course will look at the science of climate change and connect Arctic change to human rights and other geopolitical issues in Canada, Alaska and West Europe.	35%	B. Pavia	5		17			17					x		

* = partially funded by Title VI Funds

APPENDIX 3.A. COURSE LIST - UNIVERSITY OF WASHINGTON

ARTS AND SCIENCES, COLLEGE OF																			
American Indian Studies, Department of																			
AIS	102			Survey of American Indian Studies. Introduction to American Indian and Indigenous Studies with the goal of fostering individual and community wellness, political self-determination, cultural revitalization, and cross-cultural understanding.	25%	C. Teuton	5	146					149				x		
AIS	103			The Indigenous in the Pacific Northwest. Introduction to the cultures and governing structures of indigenous peoples of American Indian and First Nations tribal communities in the North, coastal British Columbia, and Pacific Northwest region as self-determining political actors in a contemporary multicultural and global region.	50%	D. Million/ C. Coté	5					51			x				
AIS	170			Native Art of the United States and Canada. A survey of Native art as a cultural expression of the Indigenous people of the Northwest Coast.	75%	D. Million	5		38			49				x			
AIS	209		HSTAA 209	The Unsettling of the Red Continent: American Indian History to 1815. Course examines the histories of indigenous peoples of North America through the War of 1812. Topics include the peopling of the Americas; early encounters and exchanges; and strategies.	35%	J. Reid	5						48				x		
AIS	210		HSTAA 210	Inconvenient Indians and the American Problem. This course examines the histories of indigenous peoples of North America from the Nineteenth Century to today including Indigenous governance and activism.	35%	J. Reid	5			12				x				x	
AIS	212		HSTC MP 212	Indigenous Leaders and Activists. By focusing on historic indigenous leaders and activists globally, students will examine issues of power, sovereignty, identity, and the role of the individual in shaping history.	35%	J. Reid	5					15				x			
AIS	270	A	AIS 475A	Indigenous Peoples of the Northwest Coast, Field Course. Students will accompany the tribal canoe journey from Washington to British Columbia.	75%	C. Coté	10	81					68				x		
AIS	275			Introductory Topics in American Indian and Indigenous Studies. Covers introductory topics on current research and readings in American Indian and indigenous studies.	70%	T. Lucero	3				39					x			
AIS	308		HSTAA 309/EN VIR 308	American Indians and the Environment. Examines the historical relationships American Indians have possessed with local environments.	35%	J. Reid	5						8				x		

* = partially funded by Title VI Funds

APPENDIX 3.A. COURSE LIST - UNIVERSITY OF WASHINGTON

AIS	311			The Indigenous History and Environment of the Salish Sea. Uncovers the indigenous history and environment of the Salish Sea. Examines the "Salish Sea" concept and uncovers the history of the Salish Sea from an indigenous perspective. Taught at Friday Harbor Labs.	50%	J. Reid	5			3				x				x
AIS	335	A		American Indians and the Law. History of laws governing Canadian and American Indians: aboriginal law systems, Canada and U. S. laws, and contemporary tribal laws.	75%	C. Coté	5		35		35			x				x
AIS	340			Indian Children and Families. Challenges and solutions faced in Aboriginal communities in the United States in comparison to programs and issues in Canada.	50%	D. Million	5			33	11		34				x	
AIS	360			Indians in Cinema. Examines the foundations of American Indian stereotypes and how Hollywood helped create and perpetuate those stereotypes.	25%	D. Hart	5					72				x		
AIS	375			Special Topics: Indigenous Food Sovereignty. The class focuses on Indigenous peoples in Canada and the United States exploring how they are utilizing the concept of food sovereignty in creating action around the revitalization efforts.	50%	C. Coté	5			22				x				x
AIS	378	A	ENGL 457	Northwest Contemporary American Indian Literature. Contemporary poets and writers who are from the Arctic, Canadian West Coast, and the United States.	50%	D. Million	5	28								x		
AIS	425			Indians in Western Washington History. Relations between Indians and non-Indians in the Puget Sound/Salish Sea region.	25%	A. Harmon				14								
AIS	441			Gender in Native American Societies. Examines gender roles, identity, and relations in Native American pre- and post-contact societies. Analyzes how contact with European gender customs influenced and altered traditional gender practices.	75%	D. Million	5		31			22					x	
AIS	442		GWSS 442	Cinema Images of Native Americans. Indigenous people in North America images in popular culture and film.	25%	L. Ross	5	6								x		
AIS	461	A	JSIS A 426	First Nations Government and Politics in Canada. Focuses on First Nations government and politics in Canada. Examines development of First Nations political governing structures with an introduction to the values, perspectives, concepts, and principles in Native cultures.	75%	C. Coté	5		18								x	
AIS	475	A	AIS 270A	Canada: Standing Together - Tribal Canoe Journey. Students will accompany the tribal canoe journey from Washington to British Columbia.	80%	C. Coté & Updegrave	10				10							

* = partially funded by Title VI Funds

APPENDIX 3.A. COURSE LIST - UNIVERSITY OF WASHINGTON

AIS	480			Indigenous Resistance. Examines Indigenous resistance and resurgence movements in the United States, Canada, and Mexico. Explores political and social contexts, political mobilization, cultural resurgence, and decolonizing.	75%	C. Cote	5		16				17				x		
Art, School of																			
ART H	233	A		Survey of Native Art of the Pacific Northwest Coast. Surveys indigenous art of the Pacific Northwest from ancient contemporary times.	65%	K. Bunn-Marcuse	5		64			63					x		
DESIGN	208			Survey of Design History. Surveys the ideas, events, and individuals that determined the design of information, objects, culture, and commerce across societies. (All Ozubko's courses include design history and contemporary design in Canada.)	25%	C. Ozubko	5		74				x					x	
DESIGN	365			Developing Solutions in Design. Revolving topics class that concentrates on learning in specific areas where design can be used to resolve contemporary issues.	25%	C. Ozubko	5	20									x		
DESIGN	369			Visual Systems. Investigates organizational strategies and graphic interpretations using typography, images and diverse applications of design, with the objective of creating a related network of dynamic solutions.	25%	C. Ozubko	5			18									
DESIGN	370			Introduction to Motion Design. Introductions to the theories and fundamentals of motion design and planning.	25%	C. Ozubko	5					23					x		
DESIGN	488			Professional Practices. Focuses on developing the tools to create a successful transition between academia and professional practice as a working designer.	25%	C. Ozubko	3	35				43					x		
DESIGN	581			Graduate Seminar in Design. Addresses critical issues in design through research, writing, presentations, and discussion.	25%	C. Ozubko	5			3			x					x	
Communication, Department of																			
COM	444			Public Relations and Society. Overview of issues, strategies, and role of public relations professionals in various areas of Canadian and American society.	25%	K. Fearn-Banks	5	84			15	77					x		
COM	452			Crisis Communications. Course includes a visiting communications professional from Canada to address Canadian components of course focus.	25%	K. Fearn-Banks	5				12						x		x
Comparative History of Ideas																			
CHID	480	C		Arctic Encounters: Indigeneity, Environmentalism, and the Politics of Knowledge.	75%	J. Young	5		7										

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Comparative Literature, Cinema & Media, Department of																		
C LIT	321			Studies in Literature of the Americas. Emphasizes connections between 20th century literature of the United States and Canada and current literature of Latin America addressing obvious differences and shared cultural and national sensibilities.	33%	G. Handwerk	5								x			x
English, Department of																		
ENGL	457	A	AIS 378	Pacific Northwest Literature. Concentrates in alternate years on either prose or poetry of the contemporary authors from Canada, Alaska, Washington and Oregon.	50%	D. Million	5	5								x		
Gender, Women and Sexuality Studies, Department of																		
GWSS	251			Introduction to Gender and Popular Culture . Introduction to critical examination of gender, race/ethnicity, and sexuality in music, film, television, and the internet.	35%	S. Yee	5	116					58				x	
GWSS	384	A	HSTAA 374	Social History of American Women in the 20th Century. Including Canadian women's history focused on Canadian women's migration to the U.S. and the temperance movement in Canada.	35%	S. Yee	5		28						x			x
GWSS	442		AIS 442	Cinema Images of Native Americans. Indigenous people in North America images in popular culture and film.	25%	L. Ross	5	26								x		
GWSS	490			Special Topics in Women's Studies. Exploration of specific problems and issues relevant to the study of women. Offered by visiting or resident faculty members. Primarily for upper-division and graduate students.	35%	S. Yee	5			18					x			x
GWSS	501			History of Feminism. Study of feminism from the Eighteenth through the Twentieth Centuries in the national, international, and intranational world system, with a focus on imperialism, colonialism, nationalism, and modernity.	35%	S. Yee	1-5	12				8				x		
Geography, Department of																		
GEOG	277	A		Geography of Cities. Geographic nature of urbanization, urban systems and the internal spatial patterns and activities within cities in Canada and the U.S.	50%	K. England	5	119				141				x		
GEOG	342	B		Geography of Inequality. Geographies of social, political, and economic inequality with a particular emphasis placed on the United States and Canadian experience.	50%	K. England	5			33					x			x
GEOG	490			Field methods for Contemporary Urban Research. Survey designs used in the analysis of transportation, land use, location of employment, shopping and housing, political fragmentation, and environmental degradation.	50%	K. England	5		18				19				x	

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GEOG	500		Geographic Thoughts. Explores key theoretical positions and debates that have affected geography in recent decades including examples from Canada.	25%	L. Jarosz	5					3				x		
GEOG	525		Advanced Qualitative Methods in Geography. Examines why and how qualitative methods can be used to pursue research in geography.	25%	L. Jarosz	5		12								x	
GEOG	541	A	Research Seminar: Feminist Geographies. Focuses on care, work and diversity in women's economy with studies from Canada included.	75%	K. England	5		2			4					x	
History, Department of, History of the Americas United States and Canada																	
HSTAA	209	AIS 209	The Unsettling of the Red Continent. - American History to 1815. Course examines the histories of indigenous peoples of North America through the War of 1812.	35%	J. Reid	5					21					x	
HSTAA	210	AIS 210	Inconvenient Indians and the American Problem. As part of a two-quarter survey of American Indian history, this course examines the histories of indigenous peoples of North America from the Nineteenth Century to today.	35%	J. Reid	5			34								x
HSTAA	221		Environmental History. Surveys the relationship between nature and human history particularly in the Pacific Northwest.	25%	L. Nash	5	55										
HSTAA	308	AIS 308 ENVIR 308	American Indians and the Environment. Examines the historical relationships American Indians have possessed with local environments.	35%	J. Reid	5					8						
HSTAA	313		African Americans in the West. 19th and 20th century black urban settlers, World War II migration, the civil rights movement in the West.	35%	Q. Taylor	5		23			28					x	
HSTAA	374	GWSS 384	Social History of American Women in the 20th Century. Including Canadian women's history focused on Canadian women's migration to the U.S. and the temperance movement in Canada.	35%	S. Yee	5		10								x	
HSTAA	432		History of Washington State and the Pacific Northwest. This course looks at British Columbia as part of a broader survey of the Pacific Northwest, 1750-2000.	25%	J. Findlay	5			45				x				x
HSTAA	517		Field Course in American Indian History. Survey of major problems and literature concerning indigenous peoples of North America including Canada.	35%	J. Reid	5			6				x				x

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History, Department of, Comparative and Transregional History																		
HSTCMP	212	AIS 212	Indigenous Leaders and Activists. By focusing on historic indigenous leaders and activists globally, students will examine issues of power, sovereignty, identity, and the role of the individual in shaping history.	35%	J. Reid	5						14					x	
*HSTCMP	300-level	ARCTI C 300-level	<i>New course.</i> History of the Circumpolar World. This course will provide a comprehensive history of the circumpolar world including Canada, Russia, the United States, and the Scandinavian countries.	25%	E. Campbell	5												YR 3
HSTCMP	312		Science in Civilization: Science in Modern Society. Growth of modern science emphasizing the scientific revolution, the development of methodology, and the emergence of new fields of interest.	35%	B. Hevly	5						30					x	
HSTCMP	313		Science in Civilization: Physics and Astrophysics Since 1850. Organization and pursuit of the physical and astrophysical sciences, focusing on the major unifying principles of physics and astronomy and the social and cultural settings in which they were created.	35%	B. Hevly	5						17					x	
HSTCMP	400-level	ARCTI C 400	<i>Course revision.</i> History of Polar Science. This course will provide a history of the circumpolar world from the perspective of advancements in polar science from Canada, United States and Russia.	33%	B. Hevly	3											x	
History, Department of, History Seminars and Independent Studies																		
HSTRY	388	A	Colloquium: Introduction to History. Introduction to the discipline of history for new or prospective majors.	25%	E. Campbell	5						10					x	
HSTRY	388	A	Colloquium: Introduction to History. Introduction to the discipline of history for new or prospective majors.	25%	J. Findlay	5			3				x					x
International Studies, Henry M. Jackson School of																		
JSIS	200		States and Capitalism: The Origins of the Modern Global System. Includes content on Canada's role in the modern global system, origins of the modern world system in the Sixteenth Century, and its history until World War I.	25%	JSIS Faculty	5	252					269					x	
JSIS	201		Introduction to International Political Economy. Provides a historical understanding of the twentieth century and includes content on Canada's role in the modern global system.	25%	JSIS Faculty	5		271	145			219	x				x	
JSIS	202		Cultural Interactions in an Interdependent World. Cultural interaction among societies and civilizations, particularly Western and non-Western. Includes content on Canada's role in the modern global system.	25%	JSIS Faculty	5			224	7			x				x	

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JSIS	270	A	AIS 270	Native Peoples of the Pacific Northwest. Examines indigenous societies on the Pacific Northwest's western slope, from southeast Alaska to California.	75%	C. Cote	5	6				5				x			
JSIS	357	B		The Geopolitics of Energy. Topics include global energy resources, trends, and technologies; energy supply, demand, and consumption; economic issues; the changing role of OPEC; concepts of energy sustainability; energy and climate change.	25%	S. Montgomery	5				14				x				
JSIS	361	B		The Geopolitics of Language. Explores the reality and status of English as a global language, implications for international relations, relationship to globalization.	25%	S. Montgomery	5	15							x				
*JSIS	391	B	ARCTIC 391/HONORS 394	Climate Change: An International Perspective. The course will look at the science of climate change and connect Arctic change to human rights and other geopolitical issues in Canada, Alaska and West Europe.	35%	B. Pavia	5		4				5					x	
JSIS	441		FRENCH 441	Québécois Literature. Readings of Canadian novels, plays, and occasionally, poetry. Conducted in French.	100%	D. Delcourt	3					3					x		
JSIS	465	A		International Humanitarian Law. Investigates International Humanitarian Law, the field concerned with rules developed by civilized nations to protect the victims of armed conflict, including the Geneva Conventions.	25%	F. Lorenz	5			15					x				x
JSIS	495			Task Force. Return of the Atom. Implications for Europe and North America.	25%	S. Montgomery	5		16										
JSIS	495			Task Force. Environmental Change in the Pacific Northwest/Salish Sea.	35%	P. Christie	5		15										
JSIS	495			Task Force. Native Americans on the Front Lines of Environmental Protection. Course includes analysis of tar sands in Canada.	35%	P. Christie	5					11					x		
JSIS	498			Readings in International Studies. Reading and discussion of selected works of major importance in interdisciplinary international studies.	50%	S. Montgomery	5							x					x
JSIS	534			Legal Foundations of World Order. Examines the legal foundations for the use of military force in a time of dynamic change in international relations, including just-war theory and international humanitarian law.	25%	F. Lorenz	5					6				x			
JSIS	557	B		The Geopolitics of Energy. Topics include global energy resources, trends, and technologies; energy supply, demand, and consumption; economic issues; the changing role of OPEC; concepts of energy sustainability; energy and climate change.	50%	S. Montgomery	5			5					x				x

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JSIS	578			Special Topics. Arctic Indigenous Economies in Canada. This course analyzes the concept of economies and examines Indigenous businesses and economic approaches in Arctic Canada.	75%	N. Fabbri	3	9											
JSIS	578			Special Topics. The Arctic Council: Canada, the U.S. and Finland. This course focuses on the 2013-15 Canada Chairmanship of the Arctic Council followed by the U.S.	75%	N. Fabbri	3		13										
JSIS	578			Special Topics. Indigenous Political Mobilization in the Arctic. This course analyzes how Arctic Indigenous peoples are influencing international relations.	75%	N. Fabbri	3			15									
*JSIS	578		ARCTI C 498	Special Topics in Arctic Studies. Inuit in Canada influence in domestic and international policy.	100%	N. Fabbri	3									x	x	x	
Linguistics, Department of																			
LING	200			Introduction to Linguistic Thought. Background and scope of modern linguistics in Canada; behaviorist versus rationalist theories of language and universal and cognitive aspects of language structure.	50%	Linguistic faculty	5	254		237	18	258	161	x		x	x	x	
LING	450	A	LING 550	Introduction to Linguistic Phonetics. Introduction to articulatory and acoustic correlates of phonological features including in Canadian French language.	50%	S. Hargus	5	35				31				x			
LING	454			Methods in Comparative Linguistics. Method and theory of historical and comparative linguistics including examples from Canadian French.	50%	S. Hargus	5			6									
LING	481	A		Introduction to Morphology. Structure of words and the processes by which they are formed. Morphological processes in a wide variety of languages including Canada.	50%	S. Hargus	5	4											
LING	550	A	LING 450	Introduction to Linguistic Phonetics. Introduction to articulatory and acoustic correlates of phonological features including in Canadian French language.	50%	S. Hargus	5	5				5				x			
LING	580	C / D		Problems in Linguistics: Historical Phonology. Course draws on faculty research in Aboriginal languages in Canada.	50%	S. Hargus	2-4					7				x			
LING	581			Morphology. Explores the structure of words and the processes by which they are formed. Morphological processes in a wide variety of languages.	50%	S. Hargus	5	7											

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Literature																		
LIT	228	FREN CH 228	The Water Crisis in Literature and Cinema. Interprets a variety of texts (literary, cinematic, etc., including Canadian texts) that address the water crisis to understand how water's meaning has changed as people become more conscious of risks in supply and as access to it is increasingly mediated.	75%	R. Watts	5	8					14					x	
BUILT ENVIRONMENTS, COLLEGE OF																		
Landscape Architecture																		
L ARCH	495	URBD P 598/CE E 598	Landscape Architectural Studies Abroad. Studies conducted under faculty supervision in Canada and various locations outside the U.S.	25%	F. Wagner	5						8						
Urban Design and Planning, Department of																		
URBDP	405		The Urban Form. Elements, patterns, and evolution of urban form. The forces that shaped cities in history. Contemporary trends.	25%	M. Chalana	3	8					6					x	
URBDP	424		Site Planning: Issues and Techniques Introduction to site planning; how it is regulated; why it is important to know; and how to carry out its key tasks, including residential subdivision and mixed-use development layout.	25%	D. Abramson	3	5					9					x	
URBDP	503		Communication and Analysis. Development of communication skills understanding within the planning and design process.	25%	M. Chalana	3						35					x	
URBDP	505		The Urban Form. Elements, patterns, and evolution of urban form. The forces that shaped cities in history. Contemporary	25%	M. Chalana	3	37					44					x	
URBDP	506		Planning Studio Prep. Introduces plan-making process, provides time for background research, issue identification, public involvement, and preliminary analysis.	25%	B. Born	3						41					x	
URBDP	523		Introduction to Urban Design. Definitions and examples of urban design; heritage of urban design; theories of city building; the role of urban design in the fields of architecture, landscape architecture, and urban planning.	25%	D. Abramson	3								x				x
URBDP	524		Site Planning: Issues and Techniques. Introduction to site planning, how it is regulated, why it is important to know, and how to carry out its key tasks.	25%	D. Abramson	3	5					10					x	

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URBDP	538		ENV H 538	Public Health and the Built Environment. Examines how the design of communities and land use and transportation decision have positive and adverse effects on health.	25%	F. Wagner	2						19				x	
URBDP	565			American Urban History. Addresses the social, economic, political, technological, and cultural forces that have shaped the development of Canadian and American cities.	25%	M. Chalana	3			10				x				x
URBDP	585	A		Introduction to Historic Preservation Planning. Theories, methods, and practices associated with historic preservation planning in Canada and South Asian communities.	25%	M. Chalana	3	17				9				x		
URBDP	598		L ARCH 495 CEE	Landscape Architectural Studies Abroad. Studies conducted under faculty supervision in Canada and various locations outside the U.S.	25%	B. Born	1-6	17	17			9	6	x			x	x
URBDP	598		L ARCH 495 CEE	Landscape Architectural Studies Abroad. Studies conducted under faculty supervision in Canada and various locations outside the U.S.	25%	M. Chalana	1-6			9				x				x
EDUCATION, COLLEGE OF																		
Educational Curriculum and Instruction																		
EDC&I	505			Seminar in Curriculum and Instruction. Critical examination of current research and practice including research findings from Alberta schools.	25%	K. Zeichner	5		28									
Educational Psychology																		
EDPSY	581			Seminar in Educational Psychology. Advanced seminar on selected topics concerned with human development and socialization processes.	25%	B. Jegatheesan	1-5		2				4	x			x	
ENGINEERING, COLLEGE OF																		
Chemical Engineering																		
CHEM E	309		BSE 309	Creativity and Innovation. Canadian creativity and innovation compared and contrasted with that of U.S. and Mexico.	25%	G. Allan	2			57				x				x
Civil and Environmental Engineering																		
CEE	582	A	URDP 598/AR CH 495	Special Topics: Urban Transportation Planning. Research on new technologies at the Canada-U.S. border crossing to speed the processing of passengers and freight through the international border.	25%	M. Hallenbeck	4	3										

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ENVIRONMENT, COLLEGE OF																			
Aquatic and Fishery Sciences, School of																			
FISH	464			Arctic Marine Vertebrate Ecology. Explores the structure and function of Arctic ecosystems, life history, and adaptations of vertebrates, and how species are affected by climate warming.	50%	K. Laidre	4	58									x		
FISH	458			Modeling and Estimation in Conservation and Resource Management. Explores the use of models in the evaluation of alternative management policies for natural resources, including modeling approaches, fitting models to data, and evaluating alternative management policies.	25%	R. Hilborn	4	11										x	
FISH	507			Special Topics in Fisheries. Managing mixed stock fisheries.	25%	R. Hilborn	4	2										x	
FISH	539	SMEA 539		Fisheries and Management of Policy. Examination of basic laws and policies in the US and Canada that govern fisheries management and their implementation by managers at federal, tribal, state, and international levels. Includes lectures, guest speakers, and field trips.	25%	D. Fluharty	3	1			5								
FISH	562			Applied Multivariate Statistics for Ecologists. Use and interpretation of multivariate analysis, including the majority of approaches in common use by ecologists.	25%	R. Hilborn	4						x					x	
Earth and Space Sciences, Department of																			
ESS	402	ARCTI C 387		Study Abroad. Relates Arctic geopolitics, indigenous internationalism, the arts, and natural sciences to the regions and peoples of the circumpolar world. This course, part of Early Fall Start, will take students to Greenland and Copenhagen.	25%	M. Koutnik	3-12										x		
Program on the Environment																			
ENVIR	308	HSTAA 309/AI S 308		American Indians and the Environment. Examines the historical relationships American Indians have possessed with local environments.	35%	J. Reid	5				2							x	
Environmental and Forest Sciences, School of, Bioresource and Science Engineering																			
BSE	211	A		Creativity and Society. Explores the nature of creativity and innovation in US and other societies. Course includes Canadian creativity and innovation.	25%	G. Allan	5	111	99		90	100	111				x	x	
BSE	309	CHEM E 309		Creativity and Innovation. Canadian creativity and innovation compared and contrasted with that of U.S. and Mexico.	25%	G. Allan	2		40				x						

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Environmental and Forest Sciences, School of, Environmental Science and Resource Management																		
ESRM	320	A		Marketing and Management from a Sustainability Perspective. Introduction to business concepts relating to marketing and management including Canadian case studies.	55%	D. Paun	5	84		85	32	120		x		x	x	x
ESRM	321	A		Finance and Accounting from a Sustainability Perspective. Introduction to business concepts in the context of environmental resource management including in Canada.	55%	D. Paun	5		99		33		123		x		x	x
Marine and Environmental Affairs, School of																		
SMEA	507			International Organizations and Ocean Management. Survey of the manner in which international regimes and organizations attempt to manage and regulate the uses of the ocean.	50%	N. Dolsak	3	36								x		
SMEA	519			Marine Policy Analysis. Goal is appreciation for and basic working knowledge of techniques used in policy analysis. Techniques are in both quasi-realistic settings and in application to real world problems of marine policy.	25%	D. Fluharty/N. Dolsak	3			29				x				x
SMEA	521			Climate Change Governance. Exploration of major scientific, policy, and legal issues pertaining to governance of global climate change mitigation and adaptation by a diverse set agencies.	50%	N. Dolsak	3					35				x		
SMEA	539		FISH 539	Fisheries and Management of Policy. Examination of basic laws and policies in the US that govern fisheries management and their implementation by managers at federal, tribal, state, and international levels. Includes lectures, guest speakers, and field trips.	25%	D. Fluharty	3		12				10					x
Oceanography, School of																		
OCEAN	235			Arctic Change. Investigates the Arctic system of ocean, ice, atmosphere, and sea-floor; how humans interact with it, and what the future of the Arctic means to the world. Includes sea-ice loss, climate impacts, and Arctic resource exploitation.	90%	R. Woodgate	2-3			43								
OCEAN	410			Marine Geology and Geography. This course focuses on geological processes that shape ocean basins and continental margins with a focus on the Pacific Northwest including Canada. A major and required component of the course is a 3-day field trip on Vancouver Island, B.C.	50%	W. Wilcock	4				10			x				x

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OCEAN	533	A		Marine Benthic Ecology. Analyzes marine communities associated with the porous boundaries of the ocean, from sedimented seafloor including from oceans surrounding Canada.	90%	J. Deming	3		8		8				x		
OCEAN	545			Oceanic Lithosphere. Basic principles of elasticity, fluid flow, and heat transport with specific applications to the formation and evolution of the oceanic lithosphere.	25%	W. Wilcock	3	4		5				x			
OCEAN	549			Seminar in Geological and Geophysical Oceanography. Lectures, discussions, and field and laboratory work on selected problems of current interest.	25%	W. Wilcock	3	12		10				x			
PUBLIC POLICY AND GOVERNANCE, DANIEL J. EVANS SCHOOL OF																	
PUBPOL	516	A		Economics for Policy Analysis and Management I. Ways in which microeconomic analysis can contribute to the analysis of public sector issues including in Canada.	25%	L. Anderson	4	55						x			
PUBPOL	528			Quantitative Analysis II. Helping students become informed users and critical consumers of research and statistical analysis. Combines material on research design and causal inference methods.	25%	L. Anderson	4					x				x	
PUBPOL	533	A		Economics of International Development. Examines income distribution, poverty, and the environment in Canada.	25%	L. Anderson	4	33		36				x			
PUBPOL	608			Degree Project Seminar. Institutions and decision making relating to international, rural, or poverty issues globally including in Canada.	25%	L. Anderson	4		78			x					x
PUBLIC HEALTH, SCHOOL OF																	
Health Services																	
HSERV	552			Health Policy Development. Examines the roles of science and stakeholder interests in the structure of and changes to the health systems of the U.S. and Canada.	25%	A. Katz	5	34						x			
SOCIAL WORK, SCHOOL OF																	
SOC W	524			Social Work across the 49th parallel. Agency-based practicum with emphasis on development of knowledge, perspectives, and skills needed for practice with individuals, families, groups, organizations, and communities.	75%	S. de Mello	2	23						x			
UW BOTHELL																	
Education Program																	
BEDUC	408	A & B		Knowing, Teaching, and Assessing in Multicultural Education and Social Studies. Explores Canadian theoretical, political, and pedagogical issues in multicultural education.	35%	C. McGee Banks	5	37		64		x					

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BEDUC	502	A	Teacher's Self-Understanding. Uses Canadian readings in examining key concepts in multicultural education.	35%	C. McGee Banks	5		28				34						
UW TACOMA																		
Interdisciplinary Arts and Sciences, History																		
T HIST	200		American History I, 1607-1877. Introduces, surveys, and analyzes American history including cross-border history.	25%	M. Allen	5		19	23			17					x	
T HIST	201		American History II, 1877-present. Traces the major political, economic, social, and cultural trends of the American eras of Industrial Revolution to the present day.	25%	M. Allen	5		7	16				x					x
T HIST	498		History Capstone. Includes a significant independent research project planned and carried out by the student to complete senior thesis and portfolio requirements.	25%	M. Allen	5		9				14		x				x
Social Work																		
T SOCW	505		Introduction to Social Welfare Research Introduction to the principles and skills needed to evaluate one's own practice. (All Emlet's research and course content includes Canadian social welfare models and practices.)	25%	C. Emlet	3		18				42					x	
T SOCW	535		Research for Advanced Integrative Practice. Focuses on data collection, management, analysis, the write up of research results, and appropriate dissemination of findings.	25%	C. Emlet	3			26			x					x	
T SOCW	544		Gerontological Social Work: Health and Mental Health in Older Adults. Examines psychosocial aspects of common age-related problems using an empowerment perspective.	25%	C. Emlet	3				23								x
TSOCWF	300	A	Historical Approaches to Social Welfare. Stresses the origin of social welfare policies in Canada and the U.S. Issues of poverty, as well as development of publicly funded income-maintenance programs.	35%	J. Laakso	5	61										x	
TSOCWF	301		Professionalism in Social Welfare Practice. Focuses on development of professional identity as a social worker, including understanding of various roles social workers perform.	25%	C. Emlet	2	31					29						
TSOCWF	390		Introduction to Social Welfare Research. Introduces the logic of the scientific method as applied to social work and social welfare practice, to the design and conduct of a research study, and to data collection and summarization.	25%	C. Emlet	5	26					28						

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TSOCWF	422			Aging in American Society. Covers physical and psychological processes of aging. Includes social aspects of aging related to family roles, cultural, social support, and use of health and social services.	25%	C. Emlet	5	31										x				
Urban Studies, Geography																						
T GEOG	349			Geography and International Trade. This course will emphasize Canada, China, Mexico and U.S. trade relationships.	25%	J. Harrington	5		37						x					x		
FRENCH AND ITALIAN STUDIES, DEPARTMENT OF																						
Lower Division Courses																						
FRENCH	101	A		Elementary French		C. Probel	5	16	15		15	22	21	x		x	x	x				
FRENCH	101	B		Elementary French		H. Meyer	5	23		19		22	18			x	x					
FRENCH	101	C		Elementary French		M. Needham	5	17	21	20		17	23			x	x	x				
FRENCH	101	D		Elementary French		A. Tasabovik	5	20	20			20	16			x	x					
FRENCH	101	E		Elementary French		G. Benabdallah	5	19				21				x	x					
FRENCH	101	F		Elementary French		L. Rubinsky	5	21				18				x					x	
FRENCH	101	G		Elementary French		W. Mitchell	5	19				21				x					x	
FRENCH	101	H		Elementary French, Professional & Continuing Education		L. M. Beck	5	9	5	3	2	19	17	x	x	x	x	x	x	x	x	
FRENCH	101	I		Elementary French		C. Maillard	5	21				13				x					x	
FRENCH	101	J		Elementary French		W. Mitchell	5	13								x						
FRENCH	101	K		Elementary French		C. Sztajnkrycer	5															
FRENCH	102	A		Elemantary French		L. Whittingham	5	22	13		12	24	18			x	x	x				
FRENCH	102	B		Elemantary French		D. Cenatiempo	5		16	21			25			x	x					
FRENCH	102	C		Elemantary French		M. Nasrallah	5		27				22				x					
FRENCH	102	D		Elemantary French		H. Meyer	5		23	22			22				x					
FRENCH	102	E		Elemantary French		L. DeMelo	5		24				22				x					
FRENCH	102	F		Elementary French, Professional & Continuing Education		L. M. Beck	5	5	3	3	2		24	x	x	x	x	x	x	x		
FRENCH	102	G		Elemantary French		L. Rubinsky	5		24				15				x					
FRENCH	102	H		Elemantary French		P. Zambianchi	5		22									x				
FRENCH	103	A		Elementary French		L. Lalonde	5	23	24	15	13	24	25				x					
FRENCH	103	B		Elementary French		C. Sztajnkrycer	5	23		21		23				x						
FRENCH	103	C		Elementary French		H. Meyer	5			27				x						x		
FRENCH	103	D		Elementary French		H. Burgess	5			24				x						x		

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APPENDIX 3.A. COURSE LIST - UNIVERSITY OF WASHINGTON

FRENCH	103	E	Elementary French		L. DeMelo	5			24				x				x	
FRENCH	103	F	Elementary French		D. Cenatiempo	5			20				x				x	
FRENCH	103	G	Elementary French, Professional & Continuing Education		L. M. Beck	5	2	1	4	2	2	3	x	x	x	x	x	x
FRENCH	103	H	Elementary French		M. Nasrallah	5			19				x				x	
FRENCH	134	A	First Year Intensive French		H. Burgess	15				14				x				x
FRENCH	135	B	First Year Intensive French		L. Rubinsky	15				16				x				x
FRENCH	201	A	Intermediate French		L. Giachetti	5	19	22	23	13	20	8	x	x	x	x	x	x
FRENCH	201	B	Intermediate French		H. Meyer	5	22	21			23	19			x	x		
FRENCH	201	C	Intermediate French		F. Dedu-Constantin	5	22				22				x			
FRENCH	202	A	Intermediate French		W. Mitchell	5	10	16	21	14	22	11	x	x	x	x	x	x
FRENCH	202	B	Intermediate French		A. Shaw	5		18	17			28				x		
FRENCH	202	C	Intermediate French		L. Lalonde	5		24				23				x		
FRENCH	203	A	Intermediate French		L. Giachetti	5	20	14	10	5	25	25			x	x		x
FRENCH	203	B	Intermediate French		O. Baraboi	5	15		21		18				x			x
FRENCH	204	C	Intermediate French		G. Farrell	5			16				x				x	
FRENCH	301	A	Advanced French		H. V. Collins	5	16	12		12	22	15		x	x	x		
FRENCH	301	B	Advanced French		H. V. Collins	5	17	16			14	19			x	x		
FRENCH	302	A	Advanced French		H. V. Collins	5		17	8	12		18				x		
FRENCH	302	B	Advanced French		H. V. Collins	5		12	13			16				x		
Subject and Upper Division Courses																		
FRENCH	214	A	French Fairy Tale. French fairy tales as a major trend in French literature and a continuing influence on modern fictions and films. Particular attention given to the numerous French women writers of fairy tales.	25%	D. Delcourt	5		49			42				x			
FRENCH	224	A	Cultural Media and Forms: The Age of Print - Lessons from a Modern Communications Revolution.	25%	G. Turnovsky	5			22				x				x	
FRENCH	226	A	The Idea of Europe in French Film. Students think critically about the ideals and problem spots of perceived European identity, particularly in relation to non-European cultures, including Québec film.	25%	L. Mackenzie	5	31								x			
FRENCH	228	A	The Water Crisis in Literature and Cinema. Interprets a variety of texts (literary, cinematic, etc., including Canadian texts) that address the water crisis to understand how water's meaning has changed as people become more conscious of risks in supply and as access to it is increasingly mediated.	75%	R. Watts	5	12				19				x			
FRENCH	303	A	Advanced French. Designed to bring students to an advanced level of proficiency in grammar and composition. Emphasis on experiencing the language in context through a multi-media approach.	25%	H. V. Collins	5			23				x				x	

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APPENDIX 3.A. COURSE LIST - UNIVERSITY OF WASHINGTON

FRENCH	304	A		Issues and Perspectives in French and Francophone Studies. Introduces objects study (literature, cinema, popular culture, etc.), areas (including Québec), and forms of knowledge, methods of analysis, and types of skills to be acquired.	25%	G. Turnovsky/D. Delcourt/R. Watts	5	18		12		27		x				x	
FRENCH	305	A		Texts and Traditions 1. Provides broad historical introduction to texts and traditions that have shaped French and Francophone literatures, art, cultures, political discourses, and histories.	25%	L. Mackenzie/D. Delcourt	5	18	16					x				x	
FRENCH	306	A		Texts and Traditions 2. Key texts in modern literature, cinema, and other forms of cultural production from France and the francophone world including Québec read in their cultural, political, and historical contexts.	75%	R. Watts	5			26			35				x		
FRENCH	320	A		French Language and Cultural Identity. Social aspect of the evolution of the French language, the dynamic relationship between language and identity, and the linguistic and cultural diversity in the Francophone world (including Québec).	25%	R. Watts/M. Smith	5	15				21				x			
FRENCH	390	A		Supervised Study.	25%		5	3		3	13			x		x		x	
FRENCH	420	A		Interdisciplinary Approach to Literature. Interdisciplinary studies in French and Francophone literatures and cultures, focusing on the complex interactions of literature and other disciplines, i.e. philosophy, psychoanalysis, anthropology, architecture.	25%	L. Mackenzie	5		18				6				x		
FRENCH	441		JSIS A 441	Québécois Literature. Readings of Canadian novels, plays, and occasionally, poetry. Conducted in French.	100%	D. Delcourt	5					10				x			
FRENCH	448	A		Cultures of Franco-America. Considers a broad range of literary and cultural texts emerging from the long history of the French in North America and Americans in France. Traces processes of racialization; paying particular attention to intersections between race and class, gender, and sexuality.	50%	M. Smith	5			12						x			
FRENCH	470	A		Cinema. Focus on global cinema in French (including Québec).	30%	R. Watts	5										x		
FRENCH	472			Translation Theory and Practice. This course develops advanced translation skills through work on a variety of genres and in a variety of modes. It also engages translation theory by considering the problem of cultural difference embedded in language. Case study on Canada as nation in translation.	75%	R. Watts	5						17					x	
FRENCH	510	A		Methodology of French Language Teaching.	25%	H. Meyer	3	2				3					x		

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FRENCH	590		Special Seminars.	25%	Faculty	5	1	3			13	3	x			x	x	
FRENCH	600	A	Independent Study or Research.	25%		1-10			1	2			x				x	
FRENCH	800	A	Doctoral Disseration.	25%		1-10	8	7	7	5	4	4	x				x	
UW IN THE HIGH SCHOOL, FRENCH CLASSES																		
FRENCH	103		Archbishop Murphy High School			5	14	14	14		x	x	x			x	x	x
FRENCH	103		Ballard High School			5	14	14	14		x	x	x			x	x	x
FRENCH	103		Curtis High School			5	14	14	14		x	x	x			x	x	x
FRENCH	103		Eastside Catholic High School			5	14	14	14		x	x	x			x	x	x
FRENCH	103		Hanford High School			5	13	13	13		x	x	x			x	x	x
FRENCH	103		Issaquah High School			5	14	14	14		x	x	x			x	x	x
FRENCH	103		John F Kennedy High School			5	13	13	13		x	x	x			x	x	x
FRENCH	103		Kentridge High School			5	13	13	13		x	x	x			x	x	x
FRENCH	103		Lindberg High School			5	14	14	14		x	x	x			x	x	x
FRENCH	103		RA Long High School			5	15	15	15		x	x	x			x	x	x
FRENCH	103		Richland High School			5	15	15	15		x	x	x			x	x	x
FRENCH	103		Skyview High School			5	13	13	13		x	x	x			x	x	x
FRENCH	103		Tahoma High School			5	14	14	14		x	x	x			x	x	x
FRENCH	103		Wenatchee High School			5	15	15	15		x	x	x			x	x	x
FRENCH	103		West Seattle High School			5	14	14	14		x	x	x			x	x	x
FRENCH	103		Woodinville High School			5	14	14	14		x	x	x			x	x	x
FRENCH	201		Skyview High School			5					x	x	x			x	x	x
FRENCH	201		Wenatchee High School			5					x	x	x			x	x	x
FRENCH	201		West Seattle High School			5					x	x	x			x	x	x
INUKTITUT COURSES																		
*ARCTIC	101		Inuktitut: The Inuit Language in Canada	100%	M. Mallon	3	7				2					x		
*ARCTIC	102		Inuktitut: The Inuit Language in Canada	100%	M. Mallon	3		2				2					x	
*ARCTIC	103		Inuktitut: The Inuit Language in Canada	100%	M. Mallon	3			2				x					x
*ARCTIC	201		Inuktitut: The Inuit Language in Canada	100%	M. Mallon	3	1				1					x		
*ARCTIC	202		Inuktitut: The Inuit Language in Canada	100%	M. Mallon	3		1				1					x	
*ARCTIC	203		Inuktitut: The Inuit Language in Canada	100%	M. Mallon	3							x					x
*ARCTIC	301		Inuktitut: The Inuit Language in Canada	100%	M. Mallon	3										x		
*ARCTIC	302		Inuktitut: The Inuit Language in Canada	100%	M. Mallon	3		1									x	
*ARCTIC	303		Inuktitut: The Inuit Language in Canada	100%	M. Mallon	3							x					x

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APPENDIX 3B: COURSE LIST – WESTERN WASHINGTON UNIVERSITY

CENTER FOR CANADIAN AMERICAN STUDIES

Canadian-American Studies.....	1-2
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BUSINESS AND ECONOMICS, COLLEGE OF

Economics.....	2
International Business.....	2

HUMANITIES AND SOCIAL SCIENCES, COLLEGE OF

Anthropology.....	2-3
English.....	3-4
History.....	4-6
Journalism.....	6-7
Modern and Classical Languages.....	6-11
Political Science.....	11-12

INTERDISCIPLINARY STUDIES, FAIRHAVEN COLLEGE OF

Fairhaven College.....	12-13
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ENVIRONMENT, HUXLEY COLLEGE OF THE

Environmental Sciences.....	13-14
Environmental Studies.....	14-16

APPENDIX 3B: COURSE LIST - WESTERN WASHINGTON UNIVERSITY

Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
CENTER FOR CANADIAN AMERICAN STUDIES																	
Canadian-American Studies																	
C/AM	200		<i>Introduction to Canadian Studies</i> (A basic interdisciplinary course covering the major physical, historical and sociopolitical aspects of Canada.)	100%	T. Kamena	5		144				167				x	
* C/AM	200		<i>Introduction to Canadian Studies Distance Learning Course</i> (A basic interdisciplinary course covering the major physical, historical and sociopolitical aspects of Canada.)	100%	D. Rossiter	5								x			
C/AM	277	HIST 277	<i>Canada: A Historical Survey</i> (Canadian history from aboriginal occupation to the present.)	100%	P. Huizen	5					4	5			x		x
C/AM	331	ENVS 331	<i>Canada: Society and Environment</i> (Characteristics and distribution of population, economic activities, aspects of the physical environment, sustainability and the resource base are examined.)	100%	D. Rossiter	4		5				6				x	
C/AM	400		<i>Directed Independent Study (Canada)</i>	100%	Staff	1-15									x	x	x
C/AM	401		<i>Research: Problem Identification & Development</i> (Directed research on a problem or an area of interest in Canadian Studies.)	100%	Staff	3		1	1		1				x	x	x
C/AM	402		<i>Research: Analysis and Writing</i> (Analysis and writing on the research findings in C/AM 401.)	100%	Staff	3			1		1	1			x	x	x
C/AM	406	PLSC 406	<i>Canadian Government & Politics</i> (Canadian political institutions and process, relations with US, current topics including regional tensions, the environment, and First Nations.)	100%	T. Kamena	4							4				x
C/AM	430	ENVS 430	<i>Borderlands</i> (Investigation of issues associated with the growing importance of the United State's border regions, especially the northern border; selected trans-border environmental, sustainability, economic and urban topics)	70%	P. Buckley	4		4				2				x	
C/AM	441	ENVS 441	<i>Society, Space, and Natural Resources</i> (this course explores natural resource valuation and management across a variety of political, economic, and cultural spaces in North America; Emphasis is placed on the interaction of social and natural processes in producing management regimes.)	100%	D. Rossiter	4			4								

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Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
C/AM	442	ENVS 442	<i>Colonial Landscapes in the Pacific Northwest</i> : This course provides description and analysis of the impact of European imperialism on the development of Pacific Northwest landscapes; the focus is on Indigenous, British, American, and Canadian geographical actions and territorial claims.	100%	D.Rossiter	4	3								x		
C/AM	444		<i>Canadian Studies Internship</i> (Work as research and/or management assistant with a local, state or federal government body or private organization.)	100%	D. Rossiter	3-10			1		1				x	x	x
COLLEGE OF BUSINESS AND ECONOMICS																	
Economics																	
ECON	140		<i>Ecology and Economy of Salmon Recovery</i> (Focus on the 4 causes of salmon decline - Habitat, Hydropower, Harvest, and Hatcheries - to investigate the interactions between ecology and economics through lectures, reading and independent projects.)	25%	H. Hodges	4		10									
ECON	365		<i>The Canadian Economy</i> (Examination of 20th-century Canadian economic policy. Topics focus on current economic issues in Canada.)	100%	S. Globerman	4		24					29				
ECON	365		<i>The Canadian Economy</i> (Examination of 20th-century Canadian economic policy. Topics focus on current economic issues in Canada.)	100%	C. Sands	4											
ECON	491	PLSC 491	<i>Issues in Political Economy</i> (Discussion and analysis of selected issues of significant economic and political context.)	25%	B. Dupont	4	13				8				x		
International Business																	
IBUS	473		<i>International Trade Operations</i> (Operations of firms using exporting as a means to serve foreign markets examined with a focus on export operations, practical aspects of contract negotiations, and alternative methods of export business arrangements.)	25%	T. Roehl	4	12	14			18	25			x	x	
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES																	
Anthropology																	
ANTH	314		<i>Archaeology of Northwestern North America</i> (Origins of Paleo-Indian of North America, their paleoenvironments and the cultural sequences leading to the historic peoples of the New World north of Panama.)	50%	T. Koetje	5		17				26				x	

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Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
ANTH	314		<i>Archaeology of Northwestern North America</i> (Origins of Paleo-Indian of North America, their paleoenvironments and the cultural sequences leading to the historic peoples of the New World north of Panama.)	50%	S. Campbell	5											
ANTH	361		<i>Native Peoples of North America</i> (Ethnographic survey of the peoples and cultures of North America with emphasis on the Pacific Northwest region.)	33%	D. Boxberger	5	33						27		x		
ANTH	361		<i>Native Peoples of North America</i> (Ethnographic survey of the peoples and cultures of North America with emphasis on the Pacific Northwest region.)	33%	S. Bruna	5		48				50				x	x
ANTH	411		<i>Archaeology of North America</i> (The prehistoric archaeology of the Northwest coast and plateaus; current explorations and interpretations in a context of paleoenvironmental and ethno-historical evidence.)	50%	S. Campbell	5						11				x	
ANTH	462		<i>Native Peoples of the Northwest</i> (Tribal distributions, social organization and ecological adaptation and social change with emphasis on the Native peoples of Washington State and western Canada.)	50%	D. Boxberger	5			11				6		x		
ANTH	475		<i>Global Migration</i> (Economic, political and human factors motivating movements of people and affecting their transitions into new societies; comparative exploration of issues, case studies and global trends.)	25%	J. Loucky	5							4				
ANTH	476*		<i>Borderlands</i> (Comparative examination of functions of borders, significance of border regions as vital transition zones, and transboundary policy needs associated with accelerated flows of people, goods and ideas; particular focus on US-Mexico and US-Canada borderlands.)	30%	J. Loucky	5										x	
English																	
ENG	235		<i>Introduction to American Indian Literature</i> (Analysis, interpretation and discussion of written, spoken and visual texts in English and translation by writers and storytellers of Native American descent.)	25%	T. Warburton	5					58				x		
ENG	235		<i>Introduction to American Indian Literature</i> (Analysis, interpretation and discussion of written, spoken and visual texts in English and translation by writers and storytellers of Native American descent.)	25%	B. Twenter	5					58						x

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Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
ENG	334		<i>Texts Across North America and Europe.</i> Analysis primarily of North American and European texts with engagement in issues of multiculturalism and cultural diversity. (Vancouver)	100%	L. Gulyas	5		46								x	
ENG	334		<i>Texts Across North America and Europe.</i> Analysis primarily of North American and European texts with engagement in issues of multiculturalism and cultural diversity.	25%	B. Twenter	5											x
ENG	338		<i>Women's Literature in North America and Europe: Indigenous Feminisms Across Turtle Island</i> (Analysis primarily of North American and European texts with engagement in issues of multiculturalism and cultural diversity.)	25%	T. Warburton	5		57									
ENG	350		<i>Introduction to Creative Writing</i> (Examines the fundamentals of at least two genres, such as fiction, nonfiction, playwriting, or poetry. The course will include lectures focused on model texts and workshop-style discussions focused on student work.)	25%	N. Pagh	5	20	18									
ENG	350		<i>Introduction to Creative Writing</i> (Examines the fundamentals of at least two genres, such as fiction, nonfiction, playwriting, or poetry. The course will include lectures focused on model texts and workshop-style discussions focused on student work.)	33%	L. Gulyas	5											
ENG	353		Introduction to Poetry Writing: Introduction to the techniques of poetry writing, including craft, practice and modeling.	25%	N. Pagh	5			17								
ENG	354		Introduction to Creative Nonfiction Writing: An introductory course in writing nonfiction prose, such as personal essay, memoir, autobiography, travel writing, and other forms.	25%	N. Pagh	5							19			x	
ENG	354		Introduction to Creative Nonfiction Writing: An introductory course in writing nonfiction prose, such as personal essay, memoir, autobiography, travel writing, and other forms.	33%	L. Gulyas	5		20	20								
ENG	458		<i>Nonfiction Writing: Salish Sea:</i> Intensive reading, writing and workshop in one or more specific modes of nonfiction, such as memoir, travel writing, autobiography and the personal essay. Repeatable with different instructors to a maximum of 10 credits, including original course.	50%	N. Pagh	5					9						
History																	

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Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
HIST	277		<i>Canada: A Historical Survey</i> (Canadian history from aboriginal occupation to the present.)	100%	M.Beaton	5	33		55								
HIST	277	C/AM 277	<i>Canada: A Historical Survey</i> (Canadian history from aboriginal occupation to the present.)	100%	P. Huizen	5					32	55			x		x
HIST	278		<i>Multiculturalism in Canada</i> (Historical development and current issues of multiculturalism in Canada through the lenses of immigration, acculturation, policies, critiques, and the lives of hosts and newcomers.)	100%	M.Beaton	5		57									
HIST	278		<i>Multiculturalism in Canada</i> (Historical development and current issues of multiculturalism in Canada through the lenses of immigration, acculturation, policies, critiques, and the lives of hosts and newcomers.)	100%	P. Huizen	5										x	
HIST	379		<i>Canadian American Relations</i> (Examination and impacts of significant developments in the political, diplomatic, economic, social and cultural relations between Canada and the United States.)	50%	P. Huizen	5						33				x	
HIST	379		<i>Canadian American Relations</i> (Examination and impacts of significant developments in the political, diplomatic, economic, social and cultural relations between Canada and the United States.)	100%	M.Beaton	5		31									
HIST	390		<i>Memory, Myth and and Meaning in the Canadian Past</i> (Specialized topics in history.)	100%	M.Beaton	5	10										
HIST	390		<i>Memory, Myth and and Meaning in the Canadian Past</i> (Specialized topics in history.)	100%	P. Huizen	5					8						
HIST	390		<i>Energy and the Environment in Canadian History</i> (Specialized topics in history.)	100%	P. Huizen	5							17		x		
HIST	391		<i>History of Pacific Northwest</i> (Examines key themes and developments in the history of the Pacific Northwest from the eighteenth century until the present.)	25%	J. Seltz	5						34				x	
HIST	391		<i>History of Pacific Northwest</i> (Examines key themes and developments in the history of the Pacific Northwest from the eighteenth century until the present.)	25%	C. Friday	5					33						x
HIST	391		<i>History of Pacific Northwest</i> (Examines key themes and developments in the history of the Pacific Northwest from the eighteenth century until the present.)	25%	K. Leonard	5	39										

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Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
HIST	393		<i>Introduction to Public History</i> (Introduction to concepts and issues inherent in public history as a preparation for understanding the uses of history beyond academe and/or the K-20 classroom.)	25%	P. Huizen	5							30				x
HIST	490		<i>Constructing Modern Canada</i> (In-depth reading in primary and secondary literature on a particular historical problem or topic.)	100%	M. Beaton	5	8										
HIST	490		<i>Constructing Modern Canada</i> (In-depth reading in primary and secondary literature on a particular historical problem or topic.)	100%	P. Huizen	5					5				x		
HIST	490		<i>Frontiers & Borderlands of North America</i> (In-depth reading in primary and secondary literature on a particular historical problem or topic.)	25%	H. Price	5					14						
Journalism																	
JOUR	397I		<i>Environmental public relations and advocacy</i> (Methods, tools and media used in planning and developing strategic communications related to environmental issues. Reviewing related history and theory, writing relevant materials such as op-eds and news releases, analyzing corporate social responsibility strategies, and developing a stronger understanding of environmental communications both in Cascadia and around the world.)	25%	D. Moscato	4								x			
JOUR	407		<i>Public relations case studies</i> (A study of the functions, processes and problems in the practice of public relations, paying particular attention to media relations, public relations theory and critical thinking. Students examine various genres of public relations, as well as exploring how theory, research, strategic objectives and evaluation contribute to successful campaigns. Students learn about creating successful public relations campaigns through critically analyzing case studies of both local companies and national programs and then applying what they learned to create a new proposal or campaign.)	25%	D. Moscato	4	8										
Modern and Classical Languages																	
FREN	101		<i>Elementary French</i> (Fundamentals of speaking, reading, writing and understanding French.)		L. Fosting	5	25				23						
FREN	101		<i>Elementary French</i> (Fundamentals of speaking, reading, writing and understanding French.)		L. Fosting	5					24						

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Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
FREN	101		<i>Elementary French</i> (Fundamentals of speaking, reading, writing and understanding French.)		S. Taylor	5				4					x		
FREN	102		<i>Elementary French</i> (Fundamentals of speaking, reading, writing and understanding French.)		S. Taylor	5		21		4		15				x	
FREN	102		<i>Elementary French</i> (Fundamentals of speaking, reading, writing and understanding French.)		S. Taylor	5						10					
FREN	103		<i>Elementary French</i> (Fundamentals of speaking, reading, writing and understanding French.)		L. Fosting	5			20	4							
FREN	103		<i>Elementary French</i> (Fundamentals of speaking, reading, writing and understanding French.)		S. Taylor	5							28				x
FREN	104		<i>Review of Elementary French</i> (Designed for students with two years of high school French or equivalent to prepare them for the intermediate level through review and development of basic structure and vocabulary.)		C. Keppie	5											x
FREN	104		<i>Review of Elementary French</i> (Designed for students with two years of high school French or equivalent to prepare them for the intermediate level through review and development of basic structure and vocabulary.)		S. Taylor	5							30				
FREN	104		<i>Review of Elementary French</i> (Designed for students with two years of high school French or equivalent to prepare them for the intermediate level through review and development of basic structure and vocabulary.)		L. Fosting	5			25								
FREN	201		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		S. Taylor	5	16				25				x		
FREN	201		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		S. Taylor	5	21								x		
FREN	201		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		L. Fosting	5	19				19				x		
FREN	201		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		C. Hanania	5								x			
FREN	201		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		C. Keppie	5									x		

APPENDIX 3B: COURSE LIST - WESTERN WASHINGTON UNIVERSITY

Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
FREN	201		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		E. Ousselin	5									x		
FREN	202		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		C. Hanania	5						22				x	
FREN	202		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		L. Fosting	5		11								x	
FREN	202		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		L. Fosting	5		16								x	
FREN	202		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		S. Taylor	5		26				23		x		x	
FREN	203		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		C. Hanania	5											x
FREN	203		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		S. Taylor	5			25					x			
FREN	203		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		S. Taylor	5			26								
FREN	203		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		E. Ousselin	5							15				x
FREN	203		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)	25%	C. Keppie	5							27				
FREN	301		<i>Grammar Review</i> (Study of language and structure, vocabulary building, use of reference tools and writing styles.)		E. Ousselin	4	16				21				x		
FREN	301		<i>Grammar Review</i> (Study of language and structure, vocabulary building, use of reference tools and writing styles.)		E. Ousselin	4	14								x		

APPENDIX 3B: COURSE LIST - WESTERN WASHINGTON UNIVERSITY

Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
FREN	301		<i>Grammar Review</i> (Study of language and structure, vocabulary building, use of reference tools and writing styles.)		C. Hanania	4					22				x		
FREN	301		<i>Grammar Review</i> (Study of language and structure, vocabulary building, use of reference tools and writing styles.)		C. Keppie	4											
FREN	302		<i>Written Exposition</i> (Practice in written expression of various kinds: resumé, analyses of text, personal and formal correspondence, and as fiction.)		C. Keppie	3		16								x	
FREN	302		<i>Written Exposition</i> (Practice in written expression of various kinds: resumé, analyses of text, personal and formal correspondence, and as fiction.)		E. Ousselin	3		15								x	
FREN	302		<i>Written Exposition</i> (Practice in written expression of various kinds: resumé, analyses of text, personal and formal correspondence, and as fiction.)		C. Hanania	3						22					
FREN	302		<i>Written Exposition</i> (Practice in written expression of various kinds: resumé, analyses of text, personal and formal correspondence, and as fiction.)		C. Hanania	3						22					
FREN	314		<i>Phonetics</i> (Emphasizes improvement of pronunciation, contrasts English and French pronunciations and teaches phonetic transcription.)	25%	C. Keppie	4	15		12		10	16			x		x
FREN	331		<i>Civilisation Culture France</i> (An introduction to the culture and civilization of France from historical and modern perspectives. Readings, discussions, films, oral and written assignments in French.)		E. Ousselin	4			19				17			x	
FREN	332		<i>Civilization and Culture of Québec</i> (An introduction to Québec culture and civilization from historical and modern perspectives. Readings, discussions, films, oral and written assignments in French.)	25%	C. Hanania	3											x
FREN	332		<i>Civilization and Culture of Québec</i> (An introduction to Québec culture and civilization from historical and modern perspectives. Readings, discussions, films, oral and written assignments in French.)	100%	C.Keppie	3						22					
FREN	337A		<i>French Language in Montréal</i> (Study of Canadian French language and structure, vocabulary building, use of reference tools and writing styles. Course takes place on site at the Université du Québec à Montréal)	100%	C. Keppie	4								X			

APPENDIX 3B: COURSE LIST - WESTERN WASHINGTON UNIVERSITY

Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
FREN	337B		<i>French Culture in Montréal</i> (Study of Canadian French language and structure, vocabulary building, use of reference tools and writing styles. Course takes place on site at the Université du Québec à Montréal)	100%	C. Keppie	4								X			
FREN	340		<i>Introduction to French Literature I</i> (An introduction to literary analysis, text analysis involving poetry, prose and drama from the works of major authors of the Middle Ages and Renaissance.)		S. Taylor	4	20				5				X		
FREN	341		<i>Introduction to French Literature II</i> (An introduction to literary analysis, text analysis involving poetry, prose and drama from works of major authors of the 17th and 18th centuries.)		E. Ousselin	4		13				8					
FREN	341		<i>Introduction to French Literature II</i> (An introduction to literary analysis, text analysis involving poetry, prose and drama from works of major authors of the 17th and 18th centuries.)		C. Hanania	4										X	
FREN	342		<i>Introduction to French Literature III</i> (Introduction to literary analysis, text analysis involving poetry, prose and drama from works of major authors of the 19th and 20th centuries.)		C. Hanania	4							22				
FREN	342		<i>Introduction to French Literature III</i> (Introduction to literary analysis, text analysis involving poetry, prose and drama from works of major authors of the 19th and 20th centuries.)		E. Ousselin	4			8								X
FREN	385		<i>Culture and Conversation</i> (French and Francophone cultures as seen in various media. Discussion of aspects of these cultures.)		L. Fosting	4		14									
FREN	385		<i>Culture and Conversation</i> (French and Francophone cultures as seen in various media. Discussion of aspects of these cultures.)	100%	C. Keppie	4			17	3			16				
FREN	385		<i>Culture and Conversation</i> (French and Francophone cultures as seen in various media. Discussion of aspects of these cultures.)		S. Taylor	4										X	
FREN	385		<i>Culture and Conversation</i> (French and Francophone cultures as seen in various media. Discussion of aspects of these cultures.)		C. Hanania	4	4				4						

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Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
FREN	401		<i>Elements de Stylistique</i> (Extensive practice in writing and in analyzing grammatical, stylistic and textual forms)		C. Hanania	3									X		
FREN	401		<i>Elements de Stylistique</i> (Extensive practice in writing and in analyzing grammatical, stylistic and textual forms)		C. Keppie	3	12										
FREN	401		<i>Elements de Stylistique</i> (Extensive practice in writing and in analyzing grammatical, stylistic and textual forms)		E. Ousselin	3					13						
FREN	410		Ecriture Feminine Francophone: Introduces students to a variety of texts written by women from the Francophone world (from Belgium to North Africa, French Antilles to Canada), and explores social, cultural and literary topics such as bi- and multiculturalism, native cultures vs. exogenous cultures, colonization, women's writing and condition, attitudes toward France and the French language, and exile and memory reconstruction.		C. Hanania	4							14				
FREN	420		<i>Histoire de la Langue Francaise</i> (A cultural and linguistic survey of the development of the French language from its origins to the present.)		N/A	3											
FREN	425		<i>Teach-Learn Elementary French</i> (Practicum in course preparation, classroom and language laboratory procedures, materials, evaluation and counseling.)		C. Hanania	2					2	2	1		X	X	X
FREN	425		<i>Teach-Learn Elementary French</i> (Practicum in course preparation, classroom and language laboratory procedures, materials, evaluation and counseling.)		E. Ousselin	2	1		4								
FREN	440		<i>Étude Sociolinguistique</i> (Discusses current developments of French in relation to community identity in times of globalization and late modernity. Also introduces students to current sociolinguistic research methods.)	35%	C. Keppie	3		14								X	
FREN	460		<i>French Cinema</i> (Part I: Historical overview of French cinema from 1895 to 1945. Part II: Historical overview of French cinema from 1945 to present.)		E. Ousselin	4						13					
FREN	497		French Theater Workshop: This course will examine issues specific to travel narratives through selected readings of French authors who have traveled abroad.		S. Taylor	4											X
Political Science																	
PLSC	271		<i>Introduction to International Relations</i> (The politics of war, peace, and international economic relations.)	25%	C. Horne	5		119				116				X	

APPENDIX 3B: COURSE LIST - WESTERN WASHINGTON UNIVERSITY

Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
PLSC	271		<i>Introduction to International Relations</i> (The politics of war, peace, and international economic relations.)	25%	B. Biswas	5	59		60	18	58		58	X	X		X
PLSC	291		<i>Introduction to Comparative Politics</i> (Basic structures, functions and sociocultural environments of foreign political systems; methods of comparative study.)	25%	A. Abedi	5			37								X
PLSC	406		<i>Canadian Government & Politics</i> (Canadian political institutions and process, relations with US, current topics including regional tensions, the environment, and First Nations.)	100%	T. Kamena	4			23				25				X
PLSC	420		<i>Environmental Politics</i> (Examination of contending perspectives on environmental problems, their roles in the development of environmental movements, and the implications for public policy.)	25%	S. Singleton	5	26					30					
PLSC	434		<i>Senior Seminar - International Politics</i> (Capstone seminar in international relations. Topics vary but emphasis is on the interactions of state and non-state actors across international boundaries.)	25%	C. Horne	4					15						
PLSC	434		<i>Senior Seminar - International Politics</i> (Capstone seminar in international relations. Topics vary but emphasis is on the interactions of state and non-state actors across international boundaries.)	25%	B. Biswas	4			20			20					
PLSC	452		<i>Comparative Parties and Party Systems</i>	25%	A. Abedi											X	
PLSC	491	ECON 491	<i>Issues in Political Economy</i> (Discussion and analysis of selected issues of significant economic and political context.)	25%	C. Horne	4			5				11				X
FAIRHAVEN COLLEGE OF INTERDISCIPLINARY STUDIES																	
FAIR	203A		<i>Social Relationships and Responsibilities: Critical Indigenous Studies: Land Education, Tribal Sovereignty and Settler Colonialism</i> (This interdisciplinary seminar is an introduction to modern social theory. Employs critical social theories to explore social relationships and examine society from positions of race, class, gender and sexuality, focusing specifically on the rights, responsibilities and obligations of individuals and communities. Integral to this examination are the experiences of those excluded from the Western ideals of freedom and equality that, arguably, form the basis of liberal democracy.)	25%	D. Calderon	4			18		17						

APPENDIX 3B: COURSE LIST - WESTERN WASHINGTON UNIVERSITY

Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
FAIR	314E	AMST 301 FAIR 366E	<i>Comparative Cultural Studies</i> (The interaction of immigrant and indigenous cultures with the developing American cultural patterns. Emphasis upon models and concepts of interaction, especially related to African Americans, Native Americans, Asian Americans and Latinos.)	25%	D. Calderon	4	31	20			34	15			X	X	
HUXLEY COLLEGE OF THE ENVIRONMENT																	
Environmental Sciences																	
ESCI	330		<i>Natural History of the Pacific Northwest</i> (A field-oriented introduction to the geology, climate and ecosystems of the Pacific Northwest with a focus on the biology and the ecology of important organisms.)	25%	J. McLaughlin	4	20	24			20				X		X
ESCI	330		<i>Natural History of the Pacific Northwest</i> (A field-oriented introduction to the geology, climate and ecosystems of the Pacific Northwest with a focus on the biology and the ecology of important organisms.)	60%	T. Lloyd	4			22	19			22	X			
ESCI	410		<i>Habitat and Ecology of Pacific Salmon and Trout</i>	25%	J. Helfield	3		32				15				X	
ESCI	433		<i>Population Biology</i>	25%	J. McLaughlin			18					16				X
ESCI	439		<i>Conservation of Biological Diversity</i>	25%	J. McLaughlin	4	22						16				X
ESCI	470		<i>Ecological Restoration</i>	25%	J. Helfield	5	16				14				X		
ESCI	456		<i>Environmental Toxicology</i> (Second course in environmental toxicology series. Covers toxicity testing, biomonitoring, data analysis and environmental risk assessment.)	25%	W. Landis	4		18				17				X	
ESCI	490		<i>Environmental Risk Management</i> (Principles and methods of quantitative environmental risk assessment, data analysis and risk communication.)	25%	W. Landis	4							15				x
ESCI	497K		<i>State of the Salish Sea Ecosystem</i> (This course explores some of the most salient issues facing the Salish Sea today and covers a wide range of topics that address the science, policy, and management of the Salish Sea ecosystem.)	50%	S. Yang	5							5				
ESCI	497D		<i>Conference Participation</i> (Participation in a regional scientific conference, preceded by planning and preparation. In 2018, we will attend the Salish Sea Ecosystem Conference in Seattle, organized by WWU. Students will plan session itineraries and discuss relevant articles in advance. During the conference, they will attend and evaluate oral presentations and poster presentations.)	40%	J. McLaughlin	3							16				

APPENDIX 3B: COURSE LIST - WESTERN WASHINGTON UNIVERSITY

Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
ESCI	597K		<i>State of the Salish Sea Ecosystem</i> (The Salish Sea extends from the north end of the Georgia Strait to the west end of the Strait of Juan de Fuca and the south end of the Puget Sound, and over 7 million people live within its drainage basin (including the cities of Vancouver, Seattle, Victoria, Olympia, Nanaimo, Bellingham, Everett, Port Angeles, Port Townsend, and Tacoma). The diversity of habitats, human uses, and governances contained within the Salish Sea can lead to management challenges. This course will explore some of the most salient issues facing the Salish Sea today, covering a wide range of topics that address the science, policy, and management of the Salish Sea ecosystem. Students will attend the Salish Sea Ecosystem Conference (SSES) in Seattle April 30-May 2.)	50%	S. Yang	5							3				
Environmental Studies																	
ENVS	331	C/AM 331	<i>Canada: Society and Environment</i> (Characteristics and distribution of population, economic activities, aspects of the physical environment, sustainability and the resource base are examined.)	100%	D. Rossiter	4		37				40				X	
ENVS	430*	C/AM 430	<i>Borderlands</i> (Investigation of issues associated with the growing importance of the United State's border regions, especially the northern border; selected trans-border environmental, sustainability, economic and urban topics to be examined.)	50%	P. Buckley	4		9				7				X	
ENVS	431	EAST 431	<i>Pacific Rim</i> (Investigation of issues associated with the growing importance of Pacific Rim nations as well as selected environmental, sustainability, economic, urban and cultural topics.)	25%	P. Buckley	4	8				5						
ENVS	441	C/AM 441	<i>Society, Space, and Natural Resources</i> (This course explores natural resource valuation and management across a variety of political, economic, and cultural spaces in North America; Emphasis is placed on the interaction of social and natural processes in producing management regimes.)	50%	D. Rossiter	4			24				35				X

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Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
ENVS	444	C/AM 442	<i>Colonial Landscapes of the Pacific Northwest</i> (This course provides description and analysis of the impact of European imperialism on the development of Pacific Northwest landscapes; the focus is on Indigenous, British, American, and Canadian geographical actions and territorial claims.)	50%	D. Rossiter	4	20								X		
ENVS	482		<i>Community Based Education for Sustainability: Capstone Travel</i> (Theory, research and practice of working in an inclusive community context to define, study, and facilitate social-environmental change. Study of participatory techniques and systematic approaches to behavior analysis and change. Requires working in an interdisciplinary group to examine problems and education-based contributions to solutions.)	50%	N. Stanger	5											
ENVS	484		<i>Literature of Nature and Place</i> (Describes and explores the tradition of writing about the outdoors and human-nature relationship in literature. Students read and discuss writings of Thoreau, Burroughs, Muir, Leopold, Carson, Eisley, Lopez, Tempest Williams and others. Students learn the structure and techniques of nature writing while writing a personal nature essay.)	30%	N. Hayes	4						23					
ENVS	491		<i>Environmental Communication</i> (Critical inquiry into communication theory, research, and practice directed toward environmental concerns in the context of diverse communities. Opportunity to develop skill in techniques such as cultural sensitivity and inclusion, community outreach, environmental interpretation, systemic social change, social marketing, digital and physical media, and/or partnerships. Requires working in an interdisciplinary group to examine environmental problems and communication-based approaches to solutions.)	50%	N. Stanger	5				5				X			
ENVS	498C		<i>Senior Project: Redfish School of Change</i> (Faculty-led Global Learning Program to Canada)	50%	N. Stanger	3				5				X			
ENVS	498C		<i>International Study: Redfish School of Change</i> (Faculty-led Global Learning Program to Canada)	50%	N. Stanger	3				5				X			

APPENDIX 3B: COURSE LIST - WESTERN WASHINGTON UNIVERSITY

Prefix	#	Cross-Listed	Course Title	CND Content	Instructor	CR	F 16	W 17	S 17	Su 17	F 17	W 18	S 18	Su 18	F 18	W 19	S 19
ENVS	597B		<i>Justice and Equity in Environmental Education</i> (This course focuses on issues of social identity, social and cultural diversity, and societal manifestations of power, privilege, and oppression that informs environmental education. Using social justice frameworks, critical theory, and critical race theory and an interdisciplinary approach (incorporating the historical, political, economic, legal, social, psychological, philosophical, and curricular foundations) we will closely read several texts to explore responses to these broad questions and concepts.)	30%	N. Hayes	4					21			X			

**APPENDIX 4: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
PERFORMANCE MEASURE FORMS**

Project Goal Statement #1: Strengthen Salish Sea Studies

Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 5% annually Canadian studies course content at participating community colleges and/or MSIs (UW)	A.1. Develop three new courses at Northwest Indian College. A.2. Revise summer Canoe Journey Course to include Canadian content at Edmonds Community College.	Increased amount of content	Annually	Syllabi analysis	5%	10%	20%	25%	30%
B. Increase by 200 (cumulative) the number of students completing Salish Sea Studies (SSS) courses by the end of the grant period (WWU)	B.1. Hire tenure track faculty member with SSS expertise B.2. Develop Salish Sea Studies minor B.3. Develop Maritime Borders & Crossings Course	Student enrollment in SSS related courses	Annually	Institutional enrollment records	0	25	50	150	200

**APPENDIX 4: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
PERFORMANCE MEASURE FORMS**

Project Goal Statement #2: Strengthen the Canada Arctic Studies Academic Program

Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 5% annually enrollments in Arctic Studies minor required courses	A.1. Enhance/create recruitment strategies A.2. Identify permanent faculty for ARCTIC 200	Student enrollments	Annual	Internal enrollment records	60	63	66	69	72
B. Increase by 10% annually the number of students declaring Arctic Studies Minor (UW)	B.1. Redesign minor to make it more streamlined B.2. Enhance existing marketing about the minor	Student enrollments	Annual	Internal enrollment records	6	7	8	9	10
C. Establish permanent instruction solution for Inuktitut language training by the end of the grant period (UW)	C.1. Identifying off-campus program(s) to partner with to offer Inuktitut language training C.2. Pilot partnership with FLAS Fellows in Inuktitut	Teaching solution identified	By end of year 4	Internal data including email, meeting notes, and MOUs	0	0	0	0	1

**APPENDIX 4: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
PERFORMANCE MEASURE FORMS**

Project Goal Statement #3: Strengthen Québec and Francophone Canada Teaching and Training Programs

Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 15% biennially Québec/francophone Canada course content at participating high schools (UW)	<p>A.1. Provide professional development for UW in the High School French coordinator, H. Meyer</p> <p>A.2. Develop annual two-day workshop in Québec/francophone Canada history, culture, politics, language with UW in the High School</p> <p>A.3. Enhance Québec/francophone course content in UW in the High School curricula (readings, exercises, inclusion of French-Canadian language)</p>	Increased amount of content	Annually	Syllabi analysis	0	0	15%	15%	30%
B. Increase student participation in course offerings related to francophone Canada by 15% by the end of the grant (WWU)	<p>B.1. Grow and enhance biennial Study-in-Québec program</p> <p>B.2. Develop Maritime Borders & Crossings Course including francophone Canada units</p>	# of enrolled students	Annual	Institutional enrollment records	130	130	140	130	150
C. Increase number of teachers impacted by the K-12 Education & Curriculum Specialist's francophone Canada outreach activities by 100 (cumulative) by the end of the grant period (WWU)	<p>C.1 Participate in National Council for the Teachers of French annual meeting</p> <p>C.2 Develop 1-day workshops on francophone Canada content</p>	# of teachers participating	Annual	Internal enrollment records	0	20	50	70	100

**APPENDIX 4: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
PERFORMANCE MEASURE FORMS**

Project Goal Statement #4: Increase Cross-Border Partnerships and Exchanges

Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase participants in Corbett Exchange program from 2 to 4 by the end of the grant cycle (UW)	A.1. Develop closer working relationship with study abroad offices at UVic and UBC A.2. Enhance recruitment strategies A.3. Enhance time spent mentoring students	Number of students participating	Annually	Internal student participation records	2	2	3	3	4
B. Increase participants in Killam Program from 1 to 4 by the end of the grant cycle (UW)	B.1. Enhance recruitment strategies B.2. Enhance time spent mentoring students	Number of students participating	Annually	Internal student participation records	1	1	2	3	4
C. Increase the number of teachers impacted by cross-border opportunities for K-12 professional development to 25 for K-12 Study Canada Summer Institute years by the end of the grant cycle (WWU)	C.1 Enhance cross-border learning in biennial K-12 Study Canada summer institute C.2 Develop 1-day workshops with opportunities for cross-border learning for K-12 educators	# of teachers impacted	By year 4	Internal enrollment records	15	20	10	25	10

APPENDIX 5: LETTERS OF SUPPORT
PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA

Letter #1: Institutional Support for a New Faculty Line in Canadian Studies, Office of the Provost and Vice President for Academic Affairs, Western Washington University

Letter #2: Northwest Indian College Collaboration, Dean of Academics and Distance Learning

Letter #3: Edmonds Community College Collaboration, Department Head, Anthropology

Letter #4: Whatcom Community College and Community Engagement Fellows Collaboration, Community Engagement Fellows Coordinators

Letter #5: Teacher Preparation Program Collaboration, UW in the High School, University of Washington

Letter #6: Teacher Preparation Program Collaboration, President and CEO, World Affairs Council, Global Classroom, Seattle

Letter #7: Least Commonly Taught Language Instructional Materials Collaboration, Director, Language Learning Center, University of Washington

May 14, 2018

To whom it may concern,

I write to confirm Western Washington University's support for the tenure-track faculty initiative contained within the Center for Canadian-American Studies' Title VI National Resource Center grant competition proposal.

Specifically, WWU agrees to contribute 50% of both salary and benefits for a new 9-month 1.0 FTE tenure-track position in *Indigenous Studies and the Salish Sea* for years 2-4 of the grant, with NRC grant funds covering the other 50% of both salary and benefits during this period. Thereafter, WWU commits to funding this 9-month 1.0 FTE tenure-track position at 100%. The position will be housed within the Center for Canadian-American Studies at WWU.

We are excited about the Center's initiative here, particularly as it is in direct alignment with one of our recently stated strategic priorities concerning our location in a complex border region: "At Western, we seek to engage place in all of its complexity. Place calls us to recognize debts and obligations to Indigenous and Native nations, to the environment and sustainability, and to diverse and rich cultures within and across borders." With our recent establishment of the Salish Sea Institute and the development of curriculum on the transboundary eco- and cultural-regions in which we are enmeshed, this initiative is timely and central to campus priorities.

With the support of the Title VI program, Canadian-American Studies at Western Washington University has developed into a dynamic and leading Center over the years, on campus and beyond. Both the faculty initiative addressed here specifically and the grant proposal more broadly represent a continuation of this development into areas of new importance.

All the best for a successful competition.

Sincerely,



Brent Carbajal

Provost and Vice President for Academic Affairs
Western Washington University

NORTHWEST INDIAN COLLEGE
X w l e m i E l h > T a l > N e x w S q u l

April 2, 2018

The Honorable Elisabeth DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Madam Secretary,

I am writing in support of proposals from the University of Washington (UW) Center for International Business Education & Research, the UW Canadian Studies Center and the UW Center for Global Studies for grant funding from the U.S. Department of Education.

Northwest Indian College is located on the Lummi Indian Reservation in Washington State, 20 miles south of the Canadian border with six full-service extended campus sites. It is the only accredited Tribal college serving the states of Washington, Oregon, and Idaho. Our students represent over 90 Tribal nations. The college offers four Bachelor's degrees including one in Tribal Governance and Business Management. We are pleased to collaborate with our UW colleagues during 2018-2022 to develop a concentration within this degree program focused on tribal international economy and business relations.

Specifically, we plan to develop and deliver the courses required for this concentration including one focused on trade and another addressing the future of international economics and business relations. The international context will include U.S.-Canada cross-border and inter-Tribe relations as well as global economic growth opportunities and challenges more broadly. These courses and the resultant concentration will incorporate international, intercultural, and global dimensions into the business curriculum of Northwest Indian College. As a result, our graduates will be better prepared to succeed in Tribal governance, international relations, and business management.

We hope this collaboration and its results will be a model for the other 31 Tribal colleges nationally and plan to share best practices. We also look forward to exploring other areas of mutually beneficial collaboration during this grant cycle and beyond.

Sincerely,



Bernice Portervint
Dean of Academics and Distance Learning
Northwest Indian College

April 13, 2018

To Whom It May Concern:

I am delighted to offer a commitment to collaboration and a letter of support for a Title VI funding application from the Canadian Studies Center at the Jackson School of International Studies at the University of Washington to the U.S. Department of Education.

I serve as the Department Head for Anthropology at Edmonds Community College in Lynnwood, Washington. We are committed to expanding the Canadian studies component of our anthropology curriculum. In particular, we are excited about collaborating with the Jackson School to enrich and enhance the Canadian aspects of the Learn and Serve Environmental Anthropology Field (LEAF) School.

The LEAF School, initiated in 2006, is a community-based partnership with Coast Salish nations and local governments in western Washington and British Columbia that engages community college students in service-learning and undergraduate research projects that apply traditional ecological knowledge to today's sustainability challenges. Students have helped repatriate salmon to the site of the Point Elliott treaty, built ethnobotanical gardens and traditional knowledge trails with Snohomish and Snoqualmie Tribes, restored habitat for salmon and traditional foods with Tulalip and Stillaguamish Tribes, grow and prepare Indigenous foods on a campus farm with an outdoor cultural kitchen, and support international travel on Tribal Canoe Journey with Samish, Snohomish, Stillaguamish, Tlingit, and Haida communities.

In 2014 and 2017, as part of the LEAF School's support of Tribal Canoe Journey, we took teams of twelve to seventeen students (half of whom came from Indigenous communities) to Bella Bella and Campbell River, BC. Students earned between seven and fifteen credits in courses spread across the humanities, social sciences, and natural sciences. We intend to return to Canada during the summers of 2019, 2020, and 2021 with a similar group of service-learning students and fifteen credits of curriculum in support Tribal Canoe Journey Paddles to Nanaimo, Victoria, and Cortes Island/Powell River, BC.

We would like to collaborate with the Jackson School in our current endeavor to re-evaluate and re-design the Canadian and Indigenous studies portions of our curriculum. We have already begun a partnership with the American Indian Studies Department at UW to build a more effective pathway in American Indian and Indigenous Studies from the community college to university systems. We could benefit from the expertise and scholarship of colleagues in Canadian Studies in this endeavor. Specifically, we would like to build stronger community-based partnerships with First Nations in BC similar to those we already have with Coast Salish tribes of western Washington. We are aiming for a Canadian Studies component of our curriculum to range from 25 to 50% of at least three 5 credit courses that students enroll in as part of the summer LEAF School.

Sincerely,


Anthropology Department Head

June 4, 2018

To whom it may concern,

As leaders of the Community Engagement Fellows program, we write in full support of public Community Engagement Forums on Salish Sea topics and professional development opportunities through Cross-Border Learning Exchanges. We look forward to co-developing these initiatives with Canada House Programs faculty and staff at Western Washington University to enrich the Community Engagement Fellows network.

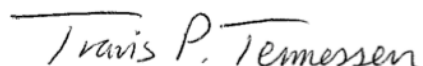
Community Engagement Fellows (www.cefellows.org) is a community of practice focused on building strong partnerships and collaborative work involving higher education institutions and the broader community. Our mission is “to help higher education faculty and community-based educators in northwestern Washington nurture engaged citizens, serve the public, and improve our region and the planet.” Now in its 4th year, the program has involved over 200 higher education faculty and staff, and community-based educators in non-profit organizations, local government, P-12 schools, and private industry.

The Center for Community Learning at Western Washington University and the Service Learning Office at Whatcom Community College co-host the program. We have Community Engagement Fellows groups that meet regularly in Bellingham and other communities in surrounding counties. Our partnership with the Center for Canadian-American Studies, Salish Sea Institute, and Border Policy Research Institute has created new and important opportunities for the Community Engagement Fellows, and we are eager to see these collaborations grow. Our vision is for the Community Engagement Fellows network to expand to involve all higher education institutions in the Salish Sea region, and community leaders in all sectors. We are especially keen to increase the level of involvement of P-12 educators and administrators, as well as teacher educators in WWU’s Woodring College of Education, in order to increase cross-border, bioregional learning opportunities for all ages. Implementing this vision will require mobilizing the expertise and professional networks of the Center for Canadian-American Studies and other Canada House programs, and will also amplify the impacts of their work.

Cross-Border Learning Exchanges to Canada will deepen and expand our existing place-based professional development initiatives. We also regularly host Community Engagement Forums, in which a panel of speakers initiates a dialogue about important community issues, such as treaty rights, immigration, the opioid crisis, and homelessness. Infusing these forums with more Canadian and Salish Sea content will open important comparative discussions on critical issues local, regional, and international issues.

Our goals are closely aligned with WWU Canada House Programs, and we are committed to building further synergies so that more people are empowered to learn about the fascinating, diverse borderlands region where we live.

Sincerely,



Kristine Smith, Service Learning, Whatcom Community College

Travis Tennessen, Center for Community Learning, Western Washington University



The Honorable Elisabeth DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

April 9, 2018

Dear Madam Secretary,

This letter is in support of the development and offering of a workshop for high school instructors involved with the University of Washington in the High School (UWHS) program on how they can integrate Canadian French and Québec studies in their French instruction. We have been in contact with the UW Canadian Studies Center and support including these topics in the training of instructors with our UWHS program.

The UWHS program is a nationally accredited program offering high school students the opportunity to earn high school and university credit in their high school classroom. Courses are taught by highly qualified high school instructors. The instructors are approved, trained, and supported by a faculty coordinator from each UW academic department. UWHS offers UW courses across 18 disciplines, including French.

UW French courses have been offered through UWHS for more than 15 years, with the support and leadership of Hedwige Meyer, the UWHS French faculty coordinator and Principal Lecturer in the Department of French & Italian Studies. In the current academic year, 16 high school instructors are offering UW French 103 and 201 to over 240 high school students registered for UW credit.

A key component of the UWHS program is instructor training and professional development. Annual training is provided by the faculty coordinator in which course curriculum, requirements, and pedagogy are discussed with the high school instructors. The proposed workshop would provide our instructors an additional opportunity for professional development and growth in their French instruction, and we are fully supportive of the UW Canadian Studies Center and Hedwige Meyer's efforts to develop and offer the training.

Best regards,

Emily Edmiston
Program Manager
UW in the High School
emilye4@uw.edu
(206) 685-6404



World Affairs Council – Global Classroom

2200 Alaskan Way
Suite 450
Seattle, WA 98121

206.441.5910 Ext. 317
gc@worldaffairs.org
www.worldaffairs.org

March 30, 2018

Dear Sir/Madam,

We are writing in full support of the **Canadian Studies Center's** renewal of status as a Title VI National Resource Center.

In our work bringing international education resources and professional development to schools and educators throughout the Seattle metro area, the World Affairs Council's Global Classroom program relies on support from the Canadian Studies Center in finding resources and expert speakers on issues related to Canada and the Arctic. This collaboration provides our educational communities with valuable content to cultivate global competency and 21st century skills. In our increasingly interconnected and interdependent world, it is vital that students and teachers are prepared with the tools to effectively navigate our complex local, national, and global arenas. Thus, our collaboration with the Canadian Studies Center is essential to the work we are doing in schools.

At a time when the importance of understanding across cultures and borders continues to be exhibited in national and international affairs, it is imperative that teachers and students be provided with extensive and reliable knowledge about Canada, Canadian-U.S. relations, and the importance of the Arctic. Global Classroom has worked with the Canadian Studies Center to provide educator workshops covering important topics such as Contested Claims in Arctic Exploration. The Canadian Studies Center has also provided support to Global Classroom in our newly acquired Longview Foundation grant. This initiative brings international education to underserved communities across Washington State.

The Canadian Studies Center's role as a Department of Education Title VI National Resource Center is critical to the ongoing capacity of Washington State, the most trade-dependent state in the nation, to provide substantive knowledge on Canada and the Arctic. The Canadian Studies Center connects scholars, citizens, non-profits, and corporations with the resources and communities that keep this knowledge relevant and accurate. As Director of the Global Classroom Program and CEO of the World Affairs Council, we are very familiar with the high-quality work of the Canadian Studies Center, and see our collaboration as key to enhancing the education of our students and teachers. We look forward to the opportunity to offer future programs in collaboration with the Center which address issues of national concern in relation to Canada and the Arctic, and we are fully committed to providing the human and financial resources to create those programs.

We would like to reiterate our strong endorsement for the renewal of the Canadian Studies Center's status as a Title VI National Resource Center. If you have any additional questions, please do not hesitate to contact us.

Best regards,

A handwritten signature in blue ink that reads "Jacqueline Miller".

Jacqueline Miller
President and CEO
World Affairs Council, Seattle

A handwritten signature in blue ink that reads "Ryan Hauck".

Ryan Hauck
Director, Global Classroom Program
World Affairs Council, Seattle



Language Learning Center
College of Arts & Sciences
UNIVERSITY OF WASHINGTON

2 April 2018

World
Languages
and Cultures

To Whom it May Concern,

We are writing to express our strong support for the Canadian Studies Center (CSC) of the Henry M. Jackson School of International Studies at the University of Washington. The collaboration between the Language Learning Center (LLC) and the CSC has continued to strengthen over the years and recently, the projects have been increasing valuable and exciting.

For the past two years we have been working with the CSC and Global Studies to develop, test, revise and expand an online course for Inuktitut 101. The course was developed using the MOODLE learning management system, which is uniquely suited for linguistic pedagogy, longevity, and portability. The center hosts and maintains the software at no cost to our collaborators. The online course was developed by adapting materials authored by Mick Mallon (the instructor of the Inuktitut course on campus), and supplemented with plenty of new content as well. Former FLAS recipients and students of Mick Mallon's course contributed their time and experience as well. The course includes a variety of multimedia offerings that we are eager to expand. The current state of the course, which has been audited, tested and is now ready for full student use this Autumn, is a testament to the potential of future efforts and we are proud to be a part of this ongoing project. Robust pedagogical materials, particularly as comprehensive and accessible as these, are rare for Indigenous languages and developing more courses in the series will be a vital asset to the associated communities and academia.

The LLC also supports the Inuktitut course which is offered for credit here on campus by hosting the students in our recently renovated and exceptionally well equipped video conferencing classroom. With this resource, the remote instructor is able communicate with the students as effectively as possible. There are no other Indigenous languages offered for credit on the University of Washington campus, and what the CSC is doing to continue to make the course available for students is ethically, intellectually, and academically crucial. The LLC is committed to leveraging our resources wherever we can to support the efforts led by the CSC with respect to Inuktitut. We recently completed a project where all of Mick Mallon's many Inuktitut textbooks were scanned and prepared for digital archiving and online distribution. The current plan is for the LLC to develop an Inuktitut website in collaboration with the centers that will host pedagogical materials, such as these scanned Inuktitut textbooks.

Akkadian
Amharic
Arabic
Aramaic
Bengali
Bulgarian
Cambodian
Chinese
Croatian
Czech
Danish
Danish
English
Estonian
Finnish
French
German
Greek
Hebrew
Hindi
Icelandic
Indonesian
Italian
Japanese
Kazakh
Kirghiz
Korean
Latin
Latvian
Lithuanian
Lushootseed
Mongolian
Navaho
Norwegian
Persian
Polish
Portuguese
Romanian
Russian
Salish
Sanskrit
Serbian
Slovak
Somali
Spanish
Swahili
Swedish
Tagalog
Tamil
Thai
Turkish
Uighur
Ukrainian
Uzbek
Vietnamese
Zulu

Another valuable project that is on the horizon is capturing video and audio necessary to advance Inuktitut education. This project will involve capturing, annotating and archiving all of Mick Mallon's remote/videoconferencing lectures. In addition, we will travel to visit Mick in person and capture high-quality media of him presenting language learning lessons and well as key linguistic lectures. Depending on available funding, this project will include travelling to Iqaluit and collecting linguistic content for scientific (e.g., documentation) and pedagogical purposes that will be a benefit to learners here and in Iqaluit.

Paul Aoki, the director of the LLC will continue to oversee the collaboration and provide his expertise on linguistics, pedagogy, administration and policy. Russell Hugo, a linguist at the LLC, wrote his dissertation on developing media, online courses and digital archiving for Indigenous languages, all of which relate to the ongoing Inuktitut project. He also brings to the project 10+ years of experience with online language course development, nearly 20 years of semi-professional audio and video production, as well as nearly 20 years of professional web development, with more than 15 of those years being in an academic context.

In sum, support for Indigenous languages is scarce at the University of Washington campus (and academia in general). Inuktitut and the related languages are facing an increasing number of challenges, and nearly all are time sensitive. The CSC and Global Studies are incredible allies for these languages and their communities. The importance of the work they have done, are doing and plan to do cannot be understated. We urge you to continue and expand your support for them, as we do the same.

Sincerely,



Paul Aoki, PhD
Director
Language Learning Center
University of Washington



Russell Hugo, PhD
Linguist and Computing Specialist
University of Washington Language Learning Center
University of Washington

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

APPENDIX 1.A. PACIFIC NORTHWEST NRC ON CANADA BUDGET

PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA 2018-22 BUDGET																
	BLR	YEAR 1: 2018-19			YEAR 2: 2019-20			YEAR 3: 2020-21			YEAR 4: 2021-22			YRS 1-4: TOTALS		
		UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL
1. SALARIES	BLR															
1.a. Salaries, Administrative																
Managing Director, N. Fabbri, 1 FTE, 12 month, 30%		\$27,372			\$28,467			\$29,606			\$30,790			\$116,234		
Professional staff benefit load rate	33.3%	\$9,115			\$9,479			\$9,859			\$10,253			\$38,706		
NRC Abs. Priority 2: Education and Curriculum Specialist, K. Sweet, 0.5 FTE, 12 month, 100%			\$27,520			\$28,621			\$29,766			\$30,956			\$116,863	
Professional staff benefit load rate	45.0%		\$12,384			\$12,880			\$13,395			\$13,930			\$52,589	
Program Coordinator, M. Keo, .5 FTE, 12 month, 25%		\$12,464			\$12,963			\$13,481			\$14,020			\$52,928		
Classified staff benefit load rate	40.1%	\$4,998			\$5,198			\$5,406			\$5,622			\$21,224		
Director of Fellowships (FLAS Coordinator), R. Davis, 1 FTE, 12 month, 5%		\$3,586			\$3,729			\$3,879			\$4,034			\$15,228		
Professional staff benefit load rate	33.3%	\$1,194			\$1,242			\$1,292			\$1,343			\$5,071		
Database Manager, D. Craig, 1 FTE, 12 month, 7%		\$3,060			\$3,182			\$3,310			\$3,442			\$12,994		
Professional staff benefit load rate	33.3%	\$1,019			\$1,060			\$1,102			\$1,146			\$4,327		
Salaries, Administrative		\$46,482	\$27,520	\$74,002	\$48,341	\$28,621	\$76,962	\$50,275	\$29,766	\$80,041	\$52,286	\$30,956	\$83,242	\$197,384	\$116,863	\$314,247
Benefit Load Rate (BLR)		\$16,326	\$12,384	\$28,710	\$16,979	\$12,880	\$29,859	\$17,658	\$13,395	\$31,053	\$18,365	\$13,930	\$32,295	\$69,328	\$52,589	\$121,917
1.b. Salaries, Instructional																
FLAS Comp. Priority 2: ARCTIC 100, 200, 300-series: Inuktitut, M. Mallon and A. Kublu, teaching salary, \$5,000 per quarter, 3 quarters, split with Center for Global Studies, pg. 5-6		\$13,000			\$13,520			\$14,061			\$14,623			\$55,204		
Faculty benefit load rate	26.2%	\$3,406			\$3,542			\$3,684			\$3,831			\$14,463		
NRC Abs. Priority 1: ARCTIC 200 Indigenous Diplomacies and International Relations, J. Young, Information School, teaching salary, \$6,000 Winter Quarter, split with Center for Global Studies and Center for West European Studies, pg. 5		\$2,000			\$2,080			\$2,163			\$2,250			\$8,492		
Professional staff benefit load rate	33.3%	\$666			\$693			\$720			\$749			\$2,828		
ARCTIC 391/HONORS 394 Climate Change – An International Perspective: Science, Art and Activism, B. Pavia, Marine Affairs, teaching salary, \$9,053, Winter Quarter, 50% paid by UW's Honors Program, 50% split with Center for Global Studies and Center for West European Studies, starting in YR3 offered annually by Honors Program, pg. 5		\$1,509			\$1,569									\$3,078		
Faculty benefit load rate	26.2%	\$395			\$411									\$807		

APPENDIX 1.A. PACIFIC NORTHWEST NRC ON CANADA BUDGET

PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA 2018-22 BUDGET																
	YEAR 1: 2018-19			YEAR 2: 2019-20			YEAR 3: 2020-21			YEAR 4: 2021-22			YRS 1-4: TOTALS			TOTAL
	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	
ARCTIC/HSTCM 300-level History of the Circumpolar World, E. Campbell, History, course development \$2,500, split with Center for West European Studies and Center for Russian, East European and Central Asian Studies, starting in YR3 offered annually by Department of History, pg. 6				\$833									\$833			
Faculty benefit load rate	26.2%			\$411									\$411			
NRC Abs. Priority 1: Visiting Assistant Professor: Indigenous Studies in the Salish Sea, 1 FTE, 9 month, 70%, pg. 2		\$35,000												\$35,000		
Faculty benefit load rate	30.0%	\$10,500												\$10,500		
NRC Abs. Priority 1: Redfish School of Change in the Salish Sea, course instruction, partial summer teaching salary, N. Stanger, pg. 2		\$4,000			\$4,000									\$8,000		
Faculty benefit load rate	30.0%	\$1,200			\$1,200									\$2,400		
NRC Abs. Priority 1: Summer in Montreal Exchange, course instruction, partial summer teaching salary, C. Keppie, pg. 8					\$2,500						\$2,500			\$5,000		
Faculty benefit load rate	30.0%				\$750						\$750			\$1,500		
NRC Abs. Priority 1: Indigenous Studies in the Salish Sea - C/AM Tenure Line Hire, 1 FTE, 9 month, 50%, pg. 2					\$35,000			\$36,400			\$37,856			\$109,256		
Faculty benefit load rate	30.0%				\$10,500			\$10,920			\$11,357			\$32,777		
NRC Abs. Priority 1: C/AM/FREN 400-level Borders and Crossings, partial summer course development, C. Keppie, pg. 2					\$3,000									\$3,000		
Faculty benefit load rate	30.0%				\$900									\$900		
Salaries, Instructional	\$16,509	\$39,000	\$55,509	\$18,002	\$44,500	\$62,502	\$16,224	\$36,400	\$52,624	\$16,873	\$40,356	\$57,229	\$67,607	\$160,256	\$227,863	
Benefit Load Rate (BLR)	\$4,467	\$11,700	\$16,167	\$5,057	\$13,350	\$18,407	\$4,404	\$10,920	\$15,324	\$4,580	\$12,107	\$16,687	\$18,509	\$48,077	\$66,586	
TOTAL SALARIES	\$62,991	\$66,520	\$129,511	\$66,343	\$73,121	\$139,464	\$66,499	\$66,166	\$132,665	\$69,158	\$71,312	\$140,471	\$264,992	\$277,119	\$542,110	
2. BENEFIT LOAD RATE (BLR)																
Administrative Benefit Load Rate	\$16,326	\$12,384	\$28,710	\$16,979	\$12,880	\$29,859	\$17,658	\$13,395	\$31,053	\$18,365	\$13,930	\$32,295	\$69,328	\$52,589	\$121,917	
Instructional Program Benefit Load Rate	\$4,467	\$11,700	\$16,167	\$5,057	\$13,350	\$18,407	\$4,404	\$10,920	\$15,324	\$4,580	\$12,107	\$16,687	\$18,509	\$48,077	\$66,586	
TOTAL BENEFIT LOAD RATE	\$20,793	\$24,084	\$44,877	\$22,036	\$26,230	\$48,266	\$22,063	\$24,315	\$46,378	\$22,945	\$26,037	\$48,982	\$87,837	\$100,666	\$188,503	
3. TRAVEL																
3.a. Domestic																
Association for Canadian Studies in the United States, American Council for Québec Studies, or disciplinary conferences, 3 delegates, \$1,000 contribution to overall travel costs to be applied toward airfare, hotel, accommodation, and/or per diem		\$3,000	\$3,000	\$3,000	\$3,000		\$3,000	\$3,000		\$3,000	\$3,000		\$12,000	\$12,000		

APPENDIX 1.A. PACIFIC NORTHWEST NRC ON CANADA BUDGET

PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA 2018-22 BUDGET															
	YEAR 1: 2018-19			YEAR 2: 2019-20			YEAR 3: 2020-21			YEAR 4: 2021-22			YRS 1-4: TOTALS		
	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL
NRC Strategic Planning Meetings, \$90 per institution per meeting, 2 meetings annually, mileage		\$180	\$180		\$180	\$180		\$180	\$180		\$180	\$180		\$720	\$720
NRC Abs. Priority 2: National Council for the Social Studies Annual Meeting, K. Sweet; \$500 airfare, \$732 for 3 nights accommodation @\$244 per night, \$296 for 4 days per diem @\$74 per day; location changes annually			\$1,500		\$1,500			\$1,500			\$1,500			\$6,000	
NRC Abs. Priority 2: National Council for the Teachers of English Annual Meeting, K. Sweet; \$500 airfare, \$732 for 3 nights accommodation @\$244 per night, \$296 for 4 days per diem @\$74 per day; location changes annually			\$1,500					\$1,500						\$3,000	
NRC Abs. Priority 2: National Council for the Teachers of French Annual Meeting, K. Sweet; \$500 airfare, \$732 for 3 nights accommodation @\$244 per night, \$296 for 4 days per diem @\$74 per day; location changes annually					\$1,500						\$1,500			\$3,000	
NRC Abs. Priority 2: Washington State Council for the Social Studies Annual Meeting, K. Sweet; \$150 mileage, \$488 for 2 nights accommodation @\$244 per night, \$222 for 3 days per diem @\$74 per day; location changes annually			\$800					\$800						\$1,600	
NRC Abs. Priority 2: Washington Language Arts Council Annual Meeting, K. Sweet; \$125 mileage, \$488 for 2 nights accommodation @\$244 per night, \$222 for 3 days per diem @\$74 per day; location changes annually					\$800						\$800			\$1,600	
3.b. International															
NRC Abs. Priority 2 & NRC Comp. Priority 2: Québec and Francophone Canada in the Classroom, for French language instructors in colaboration with UW in the High School program, H. Meyer, Department of French and Italian Studies, research trip for program development; \$800 airfare, \$100 ground travel, \$940 for 4 nights accommodation @\$235 per night, \$660 for 5 days per diem @\$132 per day		\$2,500											\$2,500		
NRC Abs. Priority 1: University of the Arctic annual meeting, \$4,500 split with Center for West European Studies, Center for Global Studies; flights \$1,812, 5 nights accommodation @\$213 per, 6 days per diem @\$123 per day, \$585 registration fee, \$100 luggage fees, \$200 ground travel (prices based on 2018 U Arctic Congress in Helsinki, Finland, location changes annually)		\$1,500		\$1,500			\$1,500			\$1,500			\$6,000		

APPENDIX 1.A. PACIFIC NORTHWEST NRC ON CANADA BUDGET

PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA 2018-22 BUDGET																
	YEAR 1: 2018-19			YEAR 2: 2019-20			YEAR 3: 2020-21			YEAR 4: 2021-22			YRS 1-4: TOTALS			TOTAL
	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	
NRC Abs. Priority 2: Professional Development Workshops for K-12 Educators in BC, K. Sweet; \$100 mileage, \$488 for 2 nights accommodation @\$244/night, \$148 for 2 days per diem @\$74 per day		\$750			\$750			\$750			\$750			\$3,000		
TOTAL TRAVEL	\$7,180	\$7,730	\$14,910	\$4,680	\$7,730	\$12,410	\$4,680	\$7,730	\$12,410	\$4,680	\$7,730	\$12,410	\$21,220	\$30,920	\$52,140	
4. SUPPLIES																
Library acquisitions		\$5,000	\$5,000		\$5,000	\$5,000		\$5,000	\$5,000		\$5,000	\$5,000		\$20,000	\$20,000	
Conference and workshop materials, curriculum toolkits, software, computers		\$500	\$500		\$500	\$500		\$500	\$500		\$500	\$500		\$2,000	\$2,000	
TOTAL ACQUISITIONS & SUPPLIES	\$5,500	\$5,500	\$11,000	\$5,500	\$5,500	\$11,000	\$5,500	\$5,500	\$11,000	\$5,500	\$5,500	\$11,000	\$22,000	\$22,000	\$44,000	
5. CONTRACTUAL SERVICES																
5.a. Collaboration with Community Colleges and Minority-Serving Institutions																
NRC Abs. Priority 1 & NRC Comp. Priority 1: Northwest Indian College (NWIC), development of area of concentration, Tribal International Economy and Business Relations: Canada-U.S., for BA in Tribal Governance and Business Management, in collaboration with UW's centers for Global Business and Global Studies, subvention to NWIC, pg. 3		\$4,000			\$3,500			\$2,900						\$10,400		
NRC Abs. Priority 1 & NRC Comp. Priority 1: Edmonds Community College (ECC), development of Canadian content in three 15-credit Learn and Serve Environmental Anthropology Field School courses as part of the Tribal Canoe Journey, Summer Quarter, subvention to ECC, pg. 4		\$3,000												\$3,000		
NRC Comp. Priority 1: Community College Master Teacher Institute in collaboration with Northwest International Education Association, University of Wisconsin, and UW's Center for Global Studies, West European Studies, Asia Studies Center, Global Business Center; \$300 speaker fee, \$200 contribution to room/equipment rental, pg. 4		\$500			\$500			\$500			\$500			\$2,000		
NRC Abs. Priority 1 & Comp. Priority 1: Community Engagement Forums on Salish Sea and Canadian border issues, subvention to Community Engagement Fellows (Whatcom Community College and NWIC) for speaker honoraria, equipment/space rental, 1-3/year, pg. 4			\$1,000		\$1,250			\$1,500			\$1,750				\$5,500	

APPENDIX 1.A. PACIFIC NORTHWEST NRC ON CANADA BUDGET

PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA																			
2018-22 BUDGET																			
	YEAR 1: 2018-19				YEAR 2: 2019-20				YEAR 3: 2020-21				YEAR 4: 2021-22				YRS 1-4: TOTALS		
	UW	WWU	TOTAL		UW	WWU	TOTAL		UW	WWU	TOTAL		UW	WWU	TOTAL		UW	WWU	TOTAL
5.b. K-12 Professional Development and Collaborative Activities with Teacher Education Programs																			
NRC Abs. Priority 2 & Comp. Priority 2: Study Canada Summer Institute for K-12 Educators, with Woodring College of Education collaborators, pg. 10			\$15,000							\$15,000								\$30,000	
NRC Abs. Priority 2 & NRC Comp. Priority 2: Study Canada 1-Day workshops: Francophone Canada or the Salish Sea, 1-3/year, with Woodring College of Education collaborators, pg. 3			\$1,000			\$1,500				\$1,000			\$1,500					\$5,000	
NRC Abs. Priority 2 & NRC Comp. Priority 2: Québec and Francophone Canada in the Classroom for French language instructors, in collaboration with UW in the High School; \$800 airfare for speaker from Québec, \$500 speaker fee, \$732 for 3 nights accommodation @\$244 per, \$296 for 4 days per diem @\$74 per day, \$200 ground travel, \$50 luggage fees, \$600 for speakers fees for 2 UW faculty @\$300 per speaker, \$822 workshop room/equipment rental, pg. 9					\$4,000								\$4,000				\$8,000		
NRC Comp. Priority 2: Emerging Issues in the Arctic Region with the World Affairs Council, Global Classroom, in collaboration with UW's Center for Global Studies, Center for Global Business, Center for West European Studies, Center for Russian, East European and Central Asian Studies, subvention to the World Affairs Council, pg. 12		\$500			\$500				\$500				\$500				\$2,000		
NRC Abs. Priority 2: Washington State Council for the Social Studies, annual fall in-service, M. Cingcade, \$240 registration fee, \$250 speaker fee, \$488 for 2 nights accommodation @\$244 per night, \$222 for 3 days per diem @\$74		\$1,200			\$1,200				\$1,200				\$1,200				\$4,800		
NRC Abs. Priority 2: National Council for the Social Studies, split with NRCs on Canada, display table rental costs, pg. 7		\$600	\$600		\$600	\$600			\$600	\$600			\$600	\$600			\$2,400	\$2,400	
5.c. Conferences, Workshops, Lectures																			
National Colloquium on Canada, in collaboration with the Northeast National Resource Center on Canada; WWU - subvention to Salish Sea Ecosystem Conference; UW - \$4,000 for airfare for 5 participants @\$800 per, \$3,660 for 3 nights accommodation for 5 participants @\$244 per night, \$1,480 for 4 days per diem for 5 participants @\$74 per, \$750 for ground travel for 5 participants @\$150 per, \$110 for photo copies of shared documents, pg. 4, 6						\$10,000			\$10,000								\$10,000	\$10,000	

APPENDIX 1.A. PACIFIC NORTHWEST NRC ON CANADA BUDGET

PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA																
2018-22 BUDGET																
		YEAR 1: 2018-19			YEAR 2: 2019-20			YEAR 3: 2020-21			YEAR 4: 2021-22			YRS 1-4: TOTALS		
		UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL
Arctic Capabilities Conference with the Consulate General of Canada, Seattle, in collaboration with UW's Global Business Center and the Polar Research and Policy Initiative, UK, subvention to the Consulate General of Canada, Seattle, pg. 7		\$3,500			\$2,500			\$2,500			\$2,500			\$11,000		
Pacific Northwest Canadian Studies Consortium (PNWCSC) Annual General Meeting and Biennial Symposium; \$500 for 2 travel grants, \$500 for room rental, pg. 3		\$1,000			\$1,000			\$1,000			\$1,000			\$4,000		
NRC Abs. Priority 1: The Living Breath of wəłəbʔaltxw: Indigenous Foods and Ecological Knowledge Conference, subvention to UW's American Indian Studies, pg. 3		\$500			\$500			\$500			\$500			\$2,000		
NRC Abs. Priority 1: Native Organization of Indigenous Scholars Graduate Conference, subvention to UW's Graduate School, pg. 3		\$500			\$500			\$500			\$500			\$2,000		
Canada in the World Annual Lecture, with Canadian Consulate of Seattle; \$500 speaker fee, \$500 room/equipment rental, pg. 8					\$1,000			\$1,000			\$1,000			\$3,000		
Québec in North America Annual Lecture, with Québec Délégation, Los Angeles; \$500 speaker fee, \$500 room/equipment rental, pg. 8					\$1,000			\$1,000			\$1,000			\$3,000		
Canada Fulbright Chair in Arctic Studies, annual lecture in collaboration with UW's Office of Global Affairs, College of the Environment, Division of Social Sciences, College of Arts and Sciences, Jackson School of Interational Studies, Future of Ice initiative; \$1,000 to UW Video for contractual services, pg. 7		\$1,000			\$1,000			\$1,000			\$1,000			\$4,000		
Québec and the Environmental Humanities workshop series in collaboration with UW's Simpson Center for the Humanities; \$2,467 per workshop for 3 workshops; \$800 airfare per workshop, \$488 per workshop for two nights accommodations @\$244, \$222 per workshop for 3 days per diem @\$74, \$150 per workshop for ground travel, \$50 per workshop for luggage, \$500 per workshop speaker fee, \$257 per workshop copies/equipment, pg. 8											\$7,400			\$7,400		
5.d. Instructional Materials																
NRC Abs. Priority 1: Arctic Fellows Graduate Student Program, Inuit in Canada Policy Series withn Arctic in Context, World Policy Institute, New York, E. Dingman, and J-F Arteau, in collaboration with International Policy Institute (IPI), Jackson School; subvention to IPI for travel and professional fees, pg. 6		\$3,000												\$3,000		

APPENDIX 1.A. PACIFIC NORTHWEST NRC ON CANADA BUDGET

PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA 2018-22 BUDGET															
	YEAR 1: 2018-19			YEAR 2: 2019-20			YEAR 3: 2020-21			YEAR 4: 2021-22			YRS 1-4: TOTALS		
	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL
NRC Abs. Priority 1 & FLAS Comp. Priority 2: Inuktitut and the FLAS Program documentary in collaboration with UW's Language Learning Center; \$900 equipment rental; \$110 ferry fee to Victoria, B.C., \$498 for 3 nights accommodation per trip @\$166 per night, \$492 for 4 days per diem @\$123 per day, split with the Center for Global Studies, pg. 6		\$1,000											\$1,000		
NRC Abs. Priority 1 & FLAS Comp. Priority 2: Inuktitut Training Module, Level II, M. Mallon and A. Kublu, Linguists and former FLAS Fellows, in collaboration with UW's Language Learning Center, \$4,000 for professional service fees for 4 contributors @\$1,000 per, split with Center for Global Studies, pg. 6		\$2,000											\$2,000		
NRC Abs. Priority 1 & FLAS Comp. Priority 2: Inuktitut, the Inuit Language Website in collaboration with the Center for Global Studies and UW's Language Learning Center, \$1,000 for 2 professional service fees for 2 language experts/authors, \$1,000 for copy editing services for J. Muzak, split with the Center for Global Studies, pg. 6		\$1,000		\$1,000						\$2,000			\$4,000		
Social Science for the Salish Sea: An Action-Oriented Research Agenda for Ecosystem Recovery in collaboration with UW's Center for Creative Conservation, subvention to Center for Creative Conservation, pg. 5		\$2,000								\$2,000			\$4,000		
NRC Abs. Priority 1: Visiting Artist Researcher Program, Bill Holm Center for the Study of Northwest Native Art, Burke Museum, two artists per year, \$316 mileage from Vancouver, B.C. @\$158 per artist, \$488 one night's accomodation @\$244 per artist, \$296 for 2 days per diem @\$148 per artist, \$900 speaker fee @\$450 per artist, pg. 5		\$2,000		\$2,000			\$2,000			\$2,000			\$8,000		
Copy editing for Center e-report, 6 times annually, \$300 per for contractual services to J. Muzak, Montréal, pg. 9		\$1,800		\$1,800			\$1,800			\$1,800			\$7,200		
5.e. Professional Development Faculty NRC Abs. Priority 1: Columbia River Faculty Field Course in collaboration with the Pacific Northwest Canadian Studies Consortium (PNWCSC), subvention to the PNWCSC, pg. 3				\$1,000						\$1,000			\$2,000		

APPENDIX 1.A. PACIFIC NORTHWEST NRC ON CANADA BUDGET

PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA 2018-22 BUDGET																
	YEAR 1: 2018-19			YEAR 2: 2019-20			YEAR 3: 2020-21			YEAR 4: 2021-22			YRS 1-4: TOTALS			TOTAL
	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	UW	WWU	TOTAL	
NRC Abs. Priority 1 & Comp. Priority 1: Learning Exchanges to British Columbia, Professional Development for Institutions of Higher Education Faculty and Staff, 1-2/year, subvention to Community Fellows Program, to include faculty from WWU, Whatcom Community College, and Northwest Indian College, pg. 9		\$1,500			\$1,750			\$2,000			\$2,250			\$7,500		
5.f. Other/Memberships																
	\$500			\$500			\$500			\$500			\$2,000			
Membership, University of the Arctic, \$600, split with Center for West European Studies, Russia, Central Europe and East Asia Studies	\$200			\$200			\$200			\$200			\$800			
Membership, Pacific Northwest Canadian Studies Consortium	\$250			\$250			\$250			\$250			\$1,000			
Work Study, general office assistance, 30 hrs. per quarter, 3 quarters	\$2,329			\$2,422			\$2,519			\$2,620			\$9,890			
Evaluation in collaboration with Title VI Centers in the Jackson School of International Studies, contractual fee to Phippen Consulting, pg. 9	\$8,000	\$5,000		\$8,000	\$5,000		\$8,000	\$5,000		\$8,000	\$5,000		\$32,000	\$20,000		
TOTAL CONTRACTUAL SERVICES	\$40,379	\$24,100	\$64,479	\$34,972	\$20,100	\$55,072	\$38,469	\$25,100	\$63,569	\$42,070	\$11,100	\$53,170	\$155,890	\$80,400	\$236,290	
TOTAL DIRECT COSTS	\$136,843	\$127,934	\$264,777	\$133,532	\$132,681	\$266,213	\$137,210	\$128,811	\$266,021	\$144,353	\$121,679	\$266,032	\$551,939	\$511,104	\$1,063,043	
6. Indirect Costs																
8% Indirect Costs	\$10,947	\$10,235		\$10,683	\$10,614		\$10,977	\$10,305		\$11,548	\$9,734		\$44,155	\$40,888		
YR1 WWU 8% on 1st \$25,000	\$2,000															
TOTAL INDIRECT COSTS	\$12,947	\$10,235	\$23,182	\$10,683	\$10,614	\$21,297	\$10,977	\$10,305	\$21,282	\$11,548	\$9,734	\$21,283	\$44,155	\$40,888	\$87,043	
TOTAL BUDGET	\$149,791	\$138,169	\$287,959	\$144,214	\$143,295	\$287,510	\$148,187	\$139,115	\$287,303	\$155,901	\$131,413	\$287,315	\$596,094	\$551,993	\$1,150,086	

APPENDIX 1B: FOREIGN LANGUAGE AREA STUDIES FELLOWSHIP BUDGET

PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA FOREIGN LANGUAGE AND AREA STUDIES BUDGET, 2018-22								
		NO. AWARDS	AMOUNT PER AWARD	YR 1: 2018-19	YR 2: 2019-20	YR 3: 2020-21	YR 4: 2021-22	TOTAL GRANT CYCLE
ACADEMIC YEAR AWARDS								
	Graduate FLAS Subsistence Allowances	8	\$15,000	\$120,000	\$120,000	\$120,000	\$120,000	\$480,000
	Graduate FLAS Institutional Payments	8	\$18,000	\$144,000	\$144,000	\$144,000	\$144,000	\$576,000
	Sub-Total Academic Year	8		\$264,000	\$264,000	\$264,000	\$264,000	\$1,056,000
SUMMER AWARDS								
	Graduate FLAS Subsistence Allowances	3	\$2,500	\$7,500	\$7,500	\$7,500	\$7,500	\$30,000
	Graduate FLAS Institutional Payments	3	\$5,000	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
	Sub-Total Summer	3		\$22,500	\$22,500	\$22,500	\$22,500	\$90,000
	Sub-Total YR1 - 2018-19			\$286,500				
	Sub-Total YR2 - 2019-20				\$286,500			
	Sub-Total YR3 - 2020-21					\$286,500		
	Sub-Total YR4 - 2021-22						\$286,500	
TOTAL REQUEST FOR FLAS FUNDS, 2018-22								\$1,146,000

**APPENDIX 2A – CURRICULUM VITAE & POSITION DESCRIPTIONS
UNIVERSITY OF WASHINGTON**

Legend: T = Tenure; TT = Tenure Track; NTT = Non-Tenure Track

PROJECT AND MANAGING DIRECTOR

Watts, Richard, Project Director	5
Fabbi, Nadine C., Managing Director.....	6

APPLIED PHYSICS LABORATORY

Polar Science Center

Stern, Harry L., Mathematician (NTT).....	34
Woodgate, Rebecca, Senior Principal Oceanographer (NTT).....	38

ARTS AND SCIENCES, COLLEGE OF

American Indian Studies, Department of

Coté, Charlotte, Associate Professor (T)	14
Harmon, Alexandra, Professor (T).....	21
Million, Dian, Associate Professor (T)	29
Updegrave, Cynthia, Lecturer (NTT)	35

Anthropology, Department of

Fitzhugh, Benjamin, Associate Professor (T)	19
Willson, Margaret, Affiliate Associate Professor (NTT).....	38

Art, Art History and Design, School of

Bunn-Marcuse, Kathryn, Assistant Professor (TT)	11
Ozubko, Christopher, Professor (T).....	30
Wright, Robin K., Professor (T)	39

Communication, Department of

Fearn-Banks, Kathleen, Associate Professor (T)	18
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French and Italian Studies, Department of

Collins, Hélène V., Senior Lecturer (NTT)	13
Delcourt, Denyse, Professor (T)	14
Meyer, Hedwige, Principal Lecturer (NTT)	28
Smith, Maya, Assistant Professor (TT).....	33
Watts, Richard, Associate Professor (T).....	5

Gender, Women and Sexuality Studies, Department of

Yee, Shirley, Professor (T)	39
-----------------------------------	----

Geography, Department of

England, Kim, Professor (T)	17
Jarosz, Lucy, Professor (T)	24

History, Department of

Campbell, Elena, Associate Professor (T)	12
Findlay, John, Professor (T)	18

Hevly, Bruce, Associate Professor (T)	23
Nash, Linda, Associate Professor (T)	30
Reid, Joshua, L., Associate Professor (TT)	32
Taylor, Quintard, Professor Emeritus (T)	34

Henry M. Jackson School of International Studies

Fabbi, Nadine, Managing Director, Canadian Studies (NTT)	6
Hellmann, Donald C., Professor Emeritus (T)	22
Lorenz, Frederick M., Senior Lecturer (NTT)	26
Lucero, Tony, Associate Professor (T)	27
Montgomery, Scott, Affiliated Professor (NTT)	29

Language Learning Center

Hugo, Russell, Linguist and Project Manager (NTT)	24
---	----

Linguistics, Department of

Hargus, Sharon, Professor (T)	20
Herschensohn, Julia, Professor Emerita (T)	22

BUILT ENVIRONMENTS, COLLEGE OF

Urban Design and Planning, Department of

Abramson, Daniel, Associate Professor (T)	7
Born, Branden, Associate Professor (T)	10
Chalana, Manish, Associate Professor (T)	12
Wagner, Fritz, Research Professor Emeritus (T)	35

EDUCATION, COLLEGE OF

Jegatheesan, Brinda, Associate Professor (T)	25
Zeichner, Ken, Boeing Professor of Teacher Education (T)	40

ENGINEERING, COLLEGE OF

Civil and Environmental Engineering, Department of

Hallenbeck, Mark E., Director, Washington State Transportation Center (NTT)	20
---	----

ENVIRONMENT, COLLEGE OF THE

Aquatic and Fishery Sciences, School of

Hilborn, Ray, Professor (T)	23
Laidre, Kristin, Associate Professor (T)	26

Creative Conservation, Center for

Breslow, Sara J., Program Manager and Research Scientist (NTT)	11
--	----

Environmental and Forest Sciences, School of

Allan, G. Graham, Professor (T)	7
Paun, Dorothy, Associate Professor (T)	31

Marine and Environmental Affairs, School of

Christie, Patrick, Professor (T)	13
Dolsak, Nives, Professor (T)	16
Fluharty, David, Associate Professor (T)	19

Pavia, Robert, Affiliate Associate Professor (NTT)	31
Oceanography, School of	
Deming, Jody, Professor (T)	15
Wilcock, William (T).....	37
GRADUATE SCHOOL	
McCaffery, Augustine, Academic Program Specialist (NTT)	27
INFORMATION SCHOOL	
Young, Jason, Senior Research Scientist (NTT)	40
LAW, SCHOOL OF	
Wildermuth, Todd A., Director of Environmental Law Initiatives (NTT)	37
PROFESSIONAL AND CONTINUING EDUCATION	
Beck, Linda M., Instructor (NTT)	10
PUBLIC AFFAIRS, DANIEL J. EVANS SCHOOL OF	
Anderson, C. Leigh, Professor (T).....	8
PUBLIC HEALTH, SCHOOL OF	
Katz, Aaron, Principal Lecturer (NTT).....	25
SOCIAL WORK, SCHOOL OF	
De Mello, Stan, Lecturer (NTT)	15
McEachern, Morna, Lecturer (NTT)	28
UW BOTHELL	
Education	
Banks, Cherry A. McGee, Professor (T).....	9
UW TACOMA	
Geography	
Harrington, James W., Professor (T)	21
Interdisciplinary Arts and Sciences	
Allen, Michael, Professor (T)	8
Baird, Katie, Professor (T).....	9
Social Work	
Emlet, Charles, Professor (T).....	16
UW LIBRARIES	
Raftus, Deborah, Romance Languages and Literature Librarian (NTT).....	32
Romaine, Siôn, Acquisitions and Canadian Studies Librarian (NTT).....	33
STAFF—CENTER	
Watts, Richard, Project Director	5

Fabbi, Nadine, Managing Director	6
Keo, Monick, Program Coordinator	43
Schifferling, Emily, Corbett Scholarship Manager.....	45

STAFF—ACADEMIC SERVICES

Charlton, John, Director of Career Services and Alumni Relations	41
Davis, Robyn, Director of Fellowships and FLAS Program	42
Dobrovolny, Lauren, Program Coordinator.....	42
Ephrem, Hidaat, Program Coordinator	42
Iltis, Linda, Assistant Director, Canadian Studies Adviser	43
Latsch, Wolfram, Director	44
Marts, Joan, Arctic Studies Minor Adviser	44
Renner, Sonja, Graduate Student Adviser	45

STAFF—DIRECTOR’S OFFICE, BUSINESS OFFICE AND COMPUTING SERVICES

Anderson, James, Fiscal Specialist II	41
Craig, Donald, Database Manager	41
Guthu, Sarah, Grants Manager.....	43
Haslam, Mark, Director of Computing Services	43
Li, Kaitlyn, Payroll Coordinator	44
Oppenheimer, Dvorah, Financial Administrator	45
Pitchard, Jeremy, Web Designer.....	45
Read, Toni, Business Office Manager	45
Scillo, Diane, Fiscal Specialist I	46
Swantek, Kevin, Business Office Coordinator	46
Thormann, Monique, Director of Communications	46

STAFF—ADVANCMENT

Aydelott, Jennifer, Senior Director, Division of Social Sciences.....	41
Frederick, Jessica, Assistant Director, Division of Social Science.....	42
Killpack, Kate, Associate Director	44
Scott, Amy, Associate Director, Office for Planned Giving.....	46

PROJECT DIRECTOR—WATTS, RICHARD, Associate Professor, Department of French and Italian Studies; Chair and Director, Canadian Studies Center, Jackson School of International Studies, UW Seattle

Education: PhD, Yale University, 1998; BA, University of California, Santa Barbara, 1989

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3, Spanish-2

Research Specialization: colonial and postcolonial Francophone literatures and cultures; environmental humanities

Percentage of Time Dedicated to Teaching/Research on Canada: 75%

Canadian Content Courses Taught: FRENCH 228/LIT 228: The Water Crisis in Literature and Cinema; FRENCH 304: Issues and Perspectives in French and Francophone Studies; FRENCH 306: Texts and Traditions II; FRENCH 470: Cinema; FRENCH 472: Translation Theory and Practice

Recent Publications with Canadian Content:

Watts, R. *Water Narratives: Imagining Global Environmental Change in the Francophone Post/Colonial World*, forthcoming.

Watts, R. "Floating Signifiers: Cruise Ships and the Memory of Other Voyages." *Journal of Romance Studies*. Vol. 14, no. 2, 2014: 78-90.

Watts, Richard. "Francophone Postcolonial Studies With(out) Ecocriticism." *Bulletin of Francophone Postcolonial Studies* 1.2, 2010: 1-2.

Canada Experience, Academic Experience, Distinctions:

Canada Experience: Alberta, British Columbia, New Brunswick, Ontario, Québec.

Chair, Department of French and Italian Studies, College of Arts and Sciences, UW Seattle, 2012-17.

Panel Chair, "Architecture, Space and Literature II," Pacific Ancient and Modern Languages Association, Honolulu, HI, November 2017.

Faculty Seminar, NEH Summer Institute. "City/Nature: Urban Environmental Humanities at UW, 2017.

Fellowship, Co-director, National Endowment for the Humanities Summer Institute, \$179,256, 2017.

Invited Lecturer, "The Environmental Humanities and the Concept of 'Ecosystem Services' Water and Human Settlements—UN World Water Week conference. U of Cincinnati, August 29-30, 2017.

Resource Sharing Across Departmental Modern Language PhD Programs, Simpson Center for the Humanities, 2017.

Faculty lead, UW study abroad in Québec feasibility study, Université de Laval, Québec, February 2017.

Study Abroad, Ecology and Empire: Language, Culture and Environment in Martinique, Summer 2015.

Invited Lecturer, "Tropics of the Tropics: Literary 'Nature' in Martinique from Négritude to Créolité." Centennial Filiations: Theory, Aesthetics, and Politics of Literary and Cinematic Fiction, University of New Mexico, March 2015.

Participant in "Digital Humanities for Deans and Chairs" workshop, University of Victoria, June 2-6, 2014

Participant in "Teaching French Language with Cinema" workshop coordinated by French Cultural Studies at University of Washington, May 14, 2014.

Symposium, "Water (Crisis) and Dreams: Nature Tropes in a Time of Global Environmental Change." Mellon Symposium on Climate Change, Global Health, and Risk. UW, April 18, 2014.

Professional Development, Participant, DH for Deans and Chairs workshop, University of Victoria, 2014.

Seminar, "Cinema in the Language Class," UW, 2014.

Language Pedagogy Webinar Series, L'Education Nationale, 2013-14.

Presentation, "The Poetics of Water Politics: Practicing the Environmental Humanities in the French Caribbean." Bryn Mawr College, April 18, 2013.

Participant in quarter-long pedagogical training for teaching French at 100 level, led by Hedwige Meyer, University of Washington, Winter 2013.

National Endowment for the Humanities, Summer Stipend, 2011.

Research Fellow, UW Simpson Center for the Humanities, 2009-10.

Theses/Dissertation Committees Served on in Past Five Years: 9

MANAGING DIRECTOR—FABBI, NADINE, Managing Director, Canadian Studies Center, Henry M. Jackson School of International Studies, College of Arts and Sciences, UW Seattle

Education: EdD, UBC, 2015; MA, Carleton University, 1992; BA, Seattle University, 1987

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1, Italian-1

Research Specialization: Canadian society; Canada and the north; Inuit history and culture

Canadian Content Courses Taught: JSIS 495C: Task Force on Arctic; JSIS 582: Issues in Arctic Policy

Percentage of Time Dedicated to Teaching/Research on Canada: 100%

Recent Publications with Canadian Content:

Fabbi, N. (Ed.). *Arctic and International Relations Series*. Canadian Studies Center, Henry M. Jackson School of International Studies, University of Washington, 2015-present.

Fabbi, N., S. Montgomery & E. Finke (Eds.). *The Arctic Council: A Unique International Institution in Twenty-First-Century International Relations*, 13-part blog series. World Policy Institute, Arctic in Context, Summer 2017.

Fabbi, N., J. Young and E. Finke. "Ukiuqta'qtumi Hivuniptingnun: One Arctic, One Future, *Canadian Arctic Resources Committee*. 2017.

Fabbi, N. and T. Rodon (Eds.). "Makippugut (We Are Standing Up): Public Policy and Self-determination in Nunavik." *American Review of Canadian Studies* 47(2), 2017: 117-126.

Fabbi, N. "Inuit Foreign Policy and International Relations in the Arctic." *Handbook of the Politics of the Arctic*. Lysaker, Norway: Fridtjof Nansen Institute, Edward Elgar Publishing, 2015.

Canada Experience, Academic Experience, Distinctions:

Canada Experience: Alberta, BC, Manitoba, NB, NFL, NS, Ontario, PEI, Québec, Saskatchewan, Yukon.

Committee Member, Academic Leadership Team, Council of University of the Arctic, University of the Arctic, 2015-present.

Co-PI, Agreement on Academic Cooperation Research Contract, Korea Maritime Institute, April-December 2014-present, \$30,000.

Co-investigator, Chapman Charitable Fund, Gift, Canadian Studies Center, \$3,000-\$4,000 annually, 2012-present.

Co-investigator, Gary and Consuelo Corbett Foundation, Student Exchange with University of British Columbia and University of Victoria, \$300,000, 2017-2020.

Lecture, "Canadian Indigenous Influence in Arctic Affairs," Korea Arctic Academy, South Korea, 2017.

Arctic Interview, "The Arctic Council as a Unique 21st Century International Organization," Ep. 134: Innovation at Arctic Council, World Policy on Air, July 5th, 2017.

Co-Chair, North and Arctic Indigenous Peoples Section, Biennial Conference, Association for Canadian Studies in the United States, October 2017.

Workshop presentation, "Indigenous Internationalism in the Arctic," New Frontiers: Contested Claims in Arctic Exploration, Global Classroom Workshop, World Affairs Council, Seattle, WA, 2017.

Chair, Workshop, *Arctic Indigenous Economies in Canada*, University of Washington, Nov. 10, 2016.

Panelist, Challenges in the Arctic, World Affairs Council, Seattle, Washington, December 4th 2015.

Interview, "Obama's Arctic Visit Highlights a Fast-Changing Region," KUOW, The Record, 2015.

Applicant/Co-investigator, Area Studies Grant, College of Arts and Sciences, University of Washington, for Canadian Studies Center programming, \$40,000, 2014-15.

Applicant/Co-investigator, Québec Unit Grant, Government of Québec, for Canadian Studies Center programming, \$25,000, 2012-15.

Applicant/Co-investigator, Québec Visiting Professor Grant, Government of Québec, for Canadian Studies Center academic program, \$20,000, 2012-13.

Recipient, Fund for the Arts Grant, Association for Canadian Studies in the United States, Canadian Studies Center Exhibition, \$500, 2012-13.

Co-investigator, Weyerhaeuser Foundation, Gift, Canadian Studies Center, \$20,000, 2011-12.

Nominee, Distinguished Staff Award, University of Washington, February 16, 2012.

Theses/Dissertation Committees Served on in Past Five Years: 3

ABRAMSON, DANIEL, Associate Professor, Department of Urban Design and Planning, College of Built Environments, UW Seattle

Education: PhD, Tsinghua University, 1998; MA, Massachusetts Institute of Technology, 1992; BA, Harvard University, 1985

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-2, Chinese-3

Research Specialization: Canada-US studies in urban identity, conservation and design, housing and community development, emerging/resurgent market economies and transnational communities

Canadian Content Courses Taught: CEP 303: Social Structures and Processes; URBDP 523/423: Introduction to Urban Design; URBDP 524/424: Site Planning; URBDP 508: Specialized Planning

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Abramson, D. "Peri-Urbanization and the Politics of Development-as-City-Building in China: A Case for a Social-Ecological Perspective." *The Politics of Periurbanization*, 2016.

Abramson, D. and Y. Qi, "'Urban-rural integration' in the Earthquake Zone: Sichuan's Post-Disaster Reconstruction and the Expansion of the Chengdu Metropole." *Pacific Affairs*, John Friedmann (Ed.), 2011.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Yukon.

Review, Grant proposals, Social Sciences and Research Council Canada, 2011-present.

Participant, Canadian-hosted workshops/publications on periurbanism/environmentalism, 2011-present.

Annually engaged in urban design exchange programs alternating between University of British Columbia, School of Architecture and city planners in Chinatown, Vancouver, 2010-present.

Multidisciplinary Grant, integrate resilience thinking at multiple spatial and temporal scales into research and pedagogy of the built environments at the UW, \$35,000, 2013.

Lecture Presentation, "The Politics of Peri-Urbanization, Planning, and Governance in Asian Societies," Liu Centre for Global Issues, University of British Columbia, June 2013.

Theses/Dissertations Supervised in Last 5 Years: 4

ALLAN, G. GRAHAM, Professor, School of Environmental and Forest Sciences, College of the Environment, UW Seattle

Education: PhD, University of Glasgow, 1955; DSc, University of Strathclyde, 1970; BSc, University of Glasgow, 1952

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3, German-1, Spanish-3

Research Specialization: forest management in the Pacific Northwest, including Canada; creativity and innovation; fiber and polymer science

Canadian Content Courses Taught: CHEM E 309/PSE 309: Creativity and Innovation; CHEM E 570: Chemistry of High Polymers; PSE 211: Creativity and Society

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Allan, G. "Where do Ideas Come From?" *Consulting-Specifying Engineer*, 111(1): 2015: 56.

Allan, G. "Everyone Should Enjoy Their Own Creativity." *Kenmore-Reporter*, January 2014.

Allan, G. "Female Engineers Should get Creative." *Consulting-Specifying Engineer*, 110(2): 2014: 64.

Allan, G. "Bang-Up Drug Delivery." *Chemical and Engineering News*, 91(30): 2013: 4.

Allan, G. "Wet-Hot Chemistry." *Chemistry World*, 10(3): 2013: 30-31.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Nova Scotia.

Field Study, waste plastic in Canada, focusing on amelioration of waste plastic pollution of seas and beaches in Canada, in conjunction with Vancouver Aquarium in Canada, 2016-present.

Technical Expert, Canadian Government, Mousse isolante d'urée-formaldéhyde (MIUF) problem, 2000.

Theses/Dissertations Supervised in the Last 5 Years: 3

ALLEN, MICHAEL, Professor, History and American Studies, Interdisciplinary Arts and Sciences, UW Tacoma

Education: PhD, University of Washington, 1985; MA, University of Montana, 1977; BA, Central Washington State, 1974

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-1

Research Specialization: Pacific Northwest history; history of the British Empire in North America; frontier history; colonial history; frontier myth and folk heroes

Canadian Content Courses Taught: HISTAA 456: North American Regions

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Allen, M. and M. Kelm. "A Wilder West: Rodeo in Western Canada." *Western Historical Quarterly*, 2013.

Allen, M. and L. Sandlin. "Wicked River." *Journal of Illinois History*, 2011.

Allen, M. and J. Baxter. "Cowboy Park: Steer-Roping Contests on the Border." *Western Historical Quarterly*, 2010.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Yukon.

Committee Coordinator, Bachelor's of History Degree, UW Tacoma, 2009-present.

Founder and President, Ellensburg Rodeo Hall of Fame Association and the Kittitas County Heritage Center, 1997-present.

Book Review Editor, *Pacific Northwest Quarterly*, 1993-present.

Visiting Scholar, Northern Research Institute, Yukon College, Spring 2010.

Theses/Dissertations Supervised in the Last 5 Years: 7

ANDERSON, C. LEIGH, Professor, Daniel J. Evans School of Public Affairs, UW Seattle

Education: PhD, University of Washington, 1989; MA, University of Washington, 1986; BA, University of Calgary, 1984

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1, Italian-1

Research Specialization: cultural, trade and environmental policy in Canada and the US; international development

Canadian Content Courses Taught: PB AF 516: Economics for Policy Analysis and Management I; PB AF 532: Managing Policy in a Global Context; PB AF 533: Economics of International Development; PB AF 528: Quantitative Analysis II

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Anderson, C.L. et al. "Relative Effectiveness of Bilateral and Multilateral Aid on Development Outcomes." *Review of Development Economics*, 2016.

Anderson, C.L. et al. "Savings and Personal Discount Rates in a Matched Savings Program for Low Income Families." *Contemporary Economic Policy*, May 2012.

Anderson, C.L. and R. O. Zerbe. "The Meaning of Native American Land Ownership." *Lincoln Institute of Land Policy*, 2012.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia, Manitoba, Ontario, Québec, Saskatchewan.

M. Lindenberg Prof. of Humanitarian Relief, International Development, 2013-present.

P-I, Evans School Policy Analysis and Research, Bill and Melinda Gates Foundation, \$651,209, 2012-18.

Representative, Daniel J. Evans School, Office of Global Affairs Advisory Committee, 2008-present.

Board Member, International certificate program advisory board, 2005-present.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2015-16.

Member, Social Sciences and Humanities Research Council of Canada, Vanier Doctoral Fellowships panel, 2010-11.

Theses/Dissertations Supervised in the Last 5 Years: n/a

BAIRD, KATIE, Professor, Economics, Division of Politics, Philosophy and Public Affairs, Interdisciplinary Arts and Sciences, UW Tacoma
Education: PhD, University of Massachusetts Amherst, 2000; MS, Michigan State University, 1989; BA, University of California, Berkeley, 1982

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-2, Pulaar-2, Spanish-2

Research Specialization: public finance; comparative public policy including between US and Canada; cross national comparative research with Organisation for Economic Co-operation and Development educational systems, including Canada

Canadian Content Courses Taught: TCSIG 425/TSOC 425: Comparative Social Policy

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Baird, K. "Recent Trends in the Probability of High Out-of-Pocket Medical Expenses." *Open Medicine*, Vol 4: 2016: 1-8.

Baird, K. "High Out-of-Pocket Medical Spending Among the Poor and Elderly in Nine Developed Countries." *Health Services Research*, 2016.

Baird, K. "The Incidence of Large Medical Expenses by Health Status in Seven Developed Countries." *Health Policy*, Vol 120(1): 2016: 26-34.

Baird, K. "Differences in the Financial Burden of Medical Expenses in the US and Canada." *Open Medicine*, Vol 3, January 29, 2016.

Baird, K. "As Inequality in the US Grows, the Rest of the World Progresses." *The News Tribune*, 2013.

Academic Experience, Canada Experience, Distinctions:

Member, Salary Policy Faculty Advisory Committee, UW Tacoma, 2012-present.

Member, Board of Directors, Acacia Foundation, 2011-present.

Member, Board of Advisors, National Education Finance Conference, 2010-present.

Commissioner, Pierce County Charter Review Commission, 2016.

News Writer, columns on economic and policy issues for Washington State's News Tribune, 2010-2013.

Theses/Dissertations Supervised in the Last 5 Years: n/a

BANKS, CHERRY A. MCGEE, Professor, Education Program, UW Bothell

Education: EdD, Public Administration, Seattle University, 1991; MA, Counseling, Seattle University, 1997; BS, Social Science, Michigan State University, 1968

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a

Research Specialization: citizenship education in Canada and US; national responses to diversity and maintenance of national cohesion; multicultural education; curriculum studies and instruction

Canadian Content Courses Taught: B EDUC 408: Knowing, Teaching, and Assessing in Multicultural Education and Social Studies; B EDUC 475: Global Perspectives on Diversity and Citizenship Education; B EDUC 521: Multicultural Literature

Percentage of Time Dedicated to Teaching/Research on Canada: 35%

Recent Publications with Canadian Content:

Banks, C. A. M. and A. James. *Multicultural Education: Issues and Perspectives*, 8th Edition. Wiley, 2012.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia, Ontario, Québec.

Secretary, and Executive Committee Member, Washington Women's Foundation, Seattle Art Museum, Education and Community Engagement Committee, WA, 2016-present.

Committee Member, So You Want to Be a Peer Reviewer, Interactive Session, Learning to Review Annual Meeting Papers, Research Advisory Committees, Washington, DC, 2016.

Chair, The Citizenship Education Dilemma: Implications for Civic Education Reform in Multicultural Societies, American Educational Research Association, Vancouver, Canada, April 2012.

Committee Member, FLAS Fellowship, Canadian Studies Center, November 2011.

Theses/Dissertations Supervised in the Last 5 Years: n/a

BECK, LINDA M., Instructor, Professional and Continuing Education, UW Seattle
Education: PhD, Romance Languages and Literature, University of Washington, 2003; MA, French Literature, University of Washington, 1994; BA, French and Italian, University of Rhode Island, 1992

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3, Italian-3

Research Specialization: analysis of literature through a historical lens

Canadian Content Courses Taught: FRENCH 101, FRENCH 102, FRENCH 103

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content: none

Academic Experience, Canada Experience, Distinctions:

Pedagogy training, Canvas learning management system, technology training workshops to create online elementary French courses using Canvas, creating and updating course content as well as develop both written and oral evaluation tools, how to conduct online conferences with students and colleagues, 2015-16.

Theses/Dissertations Supervised in the Last 5 Years: n/a

BORN, BRANDEN, Associate Professor, Department of Urban Design and Planning, College of the Environment, UW Seattle

Education: PhD, Urban and Regional Planning, University of Wisconsin-Madison, 2003; MSc, Urban and Regional Planning, University of Wisconsin-Madison; 1998; BSc, Geology, University of Wisconsin-Madison, 1993

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-1

Research Specialization: planning process and social justice in societal decision-making; land use planning and regionalism; urban food systems in North America; food sovereignty efforts of Native American communities in Washington State and First Nations in Canada

Canadian Content Courses Taught: URBDP 598: Food Systems; URBDP 598: Race and Social Justice; URBDP 507 General Urban Planning Laboratory

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Born, B. "The Ethnopoetics of Space and Transformation: Young People's Engagement, Activism and Aesthetics." *Planning Theory*, 16(4): 2017: 443-446.

Born, B. "Agricultural Urbanism: Handbook for Building Sustainable Food and Agriculture Systems in 21st Century Cities." *Journal of Planning Education and Research*, 2014.

Born, B. "A Research Agenda for Food System Transformation Through Autonomous Community-Based Food Projects." *Journal of Agriculture, Food Systems, and Community Development*, 2013.

Born, B. et al. "Toward a More Expansive Understanding of Food Hubs." *Journal of Agriculture, Food Systems, and Community Development* 2(1), 2011: 209-225.

Born, B. and M. Purcell. "Avoiding the Local Trap: Scale and Food Systems in Planning Research." *Journal of Planning Education and Research* 26, 2006: 195-207.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia.

Co-Lead, Livable City Year Program, present.

Member, Puget Sound Regional Council's Regional Food Policy Council, present.

Moderator and Discussant, University City Partnership Programs, State Programs Overview, Washington Higher Education Sustainability Coalition Annual Conference, Spokane, 2017.

Paper presentation, "Budding Rhizomes: Planning, Deleuze and Guattari and the Food Movement," Association of European Schools of Planning, 2013.

Theses/Dissertations Supervised in the Last 5 Years: 1

BRESLOW, SARA J., Program Manager and Research Scientist, Center for Creative Conservation, College of the Environment, UW Seattle

Education: PhD, University of Washington, 2011; MA, University of Washington, 2003; BA Swarthmore College, 1995

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a

Research Specialization: sustainability and social justice, with a special interest in transdisciplinary, participatory, and arts-based practices

Canadian Content Courses Taught: n/a

Percentage of Time Dedicated to Teaching/Research on Canada: 45%

Recent Publications with Canadian Content:

Breslow, S. et al. "Selecting Indicators of Human Well-being for Ecosystem-Based Management." *Ecosystem Health and Sustainability*, 2017.

Breslow, S., M. Allen, S. Bird, and N. Dolsak. "Stronger together: Strategies to Protect Local Sovereignty, Ecosystems, and Place-Based Communities from Global Fossil Fuel Trade." *Marine Policy*, 2017.

Breslow, S. et al. "Evaluating the Best Available Social Science for Natural Resource Management Decision-Making." *Environmental Science and Policy*, 2017.

Breslow, S. "Tribal Science and Farmers' Resistance: A Political Ecology of Salmon Habitat Restoration in the Northwest." *Anthropological Quarterly*, 2014.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia.

Advisor, Capstone Internships, UW Program on the Environment, 2017–present.

Committee Member and Visiting Scientist, Northwest Fisheries Science Center, National Oceanic and Atmospheric Administration, and Washington Sea Grant, 2015-present.

Theses/Dissertations Supervised in the Last 5 Years: n/a

BUNN-MARCUSE, KATHRYN, Assistant Professor, Division of Art History, School of Art, Art History and Design; Curator of Northwest Native American Art, Burke Museum; Director, Bill Holm Center, Burke Museum; College of Arts and Sciences, UW Seattle

Education: PhD, University of Washington, 2007; MA, University of Washington, 1998; BA, Middlebury College, 1993

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1

Research Specialization: Indigenous art history, focusing on the art of British Columbia and Alaska; body adornment in Canada, the United States and Polynesia

Canadian Content Courses Taught: ART H 233: Survey of Native Art of the Pacific Northwest Coast; AIS 170: Native Art of the United States and Canada; ART H 400: Special Topics in Art History, Art and Culture on the Northwest Coast; ART H 309: Body Adornment

Percentage of Time Dedicated to Teaching/Research on Canada: 75%

Recent Publications with Canadian Content:

Bunn-Marcuse, K. *Visual Fieldnotes from Fort Rupert: Studies of Kwakiutl Dance and Movement by Franz Boas*. Seattle: University of Washington Press (expected 2019).

Bunn-Marcuse, K. and M. Smetzer. *Her Voice Creates the World: Native American Women Artists*. Minneapolis Institute of Art, forthcoming 2018.

Bunn-Marcuse, K. and M. Smetzer. "Women Artists of the Northwest Coast." in *Hearts of our People: Native American Women Artists*. J. Yohe (Ed.). Minneapolis Institute of Art (expected 2018).

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Ontario, Québec, Saskatchewan.

Curator, Burke Museum Curator of Northwest Native Art, 2016-present.

Grant, National Endowment for the Humanities-Mellon Fellowship, Digital Publication, \$25,200, 2017.

P-I, Research Grant, "Fort Rupert – Kwakiutl First Nations," Government of Canada, \$4700, 2010.

Theses/Dissertations Supervised in the Last 5 Years: n/a

CAMPBELL, ELENA, Associate Professor, Department of History, College of Arts and Sciences, UW Seattle

Education: PhD, MA, Russian Academy of Sciences, 1999; BA, St. Petersburg, 1994

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1, German-2, Russian-3

Research Specialization: Russian Arctic; history of empire, nationalism, and religion in late tsarist Russia; the empire and nationalism in tsarist Russia, and history and memory; historiography and primary sources of imperial Russia, as well as nationalism, race and ethnicity, and Europe

Canadian Content Courses Taught: HSTCMP/ARCTIC 300-level: History of the Circumpolar World (in development)

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Campbell, E. *Foreign Faiths, Toleration, and Religious Freedom in the Russian Empire*. New York: Oxford University Press, 2014.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Ontario, Québec.

Committee Member, Canadian Association of Slavists, 2016-present.

Committee Member, Foreign Language and Area Studies Selection Committee, Canadian Studies Center, 2016.

Paper Presentation, "The Pilgrim Question: Regulating the Russian Hajj," Canadian Association of Slavists, Canadian Slavonic Papers/Revue, 2013.

Theses/Dissertations Supervised in the Last 5 Years: 1

CHALANA, MANISH, Associate Professor, Department of Urban Design and Planning; College of Built Environments, UW Seattle

Education: PhD, University of Colorado, 2005; MLA, Pennsylvania State University, 1999; MArch, School of Planning and Architecture, India, 1996; BArch, Mangalore University, 1993

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Bengali-1, Hindi-3, Punjabi-2

Research Specialization: planning history; historic preservation planning and policy; international planning and development; multicultural planning for diverse neighborhoods; experiences of immigrant communities in South Asian and the Pacific Northwest (Canada/US)

Canadian Content Courses Taught: URBDP 585: Introduction to Historic Preservation Planning; URBDP 587: Preservation and the Vernacular Environment; URBDP 573: Digital Design

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Chalana, M. et al. *The Failure of Slum Rehabilitation Programs in Creating a Healthier City*. Surrey: Ashgate, 2015.

Proceedings of the 4th International Conference on Development, Green Lines Institute, 2014.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Ontario.

Research, Early 20th Century South Asian Immigration to the Pacific Northwest, 2016-current.

American Planning Association and the Planning Association of Washington Merit Award, Back to the Future: A History of Transit Planning in the Puget Sound Region, 2013.

Co-P-I, "Back to the Future," Built Environments Lab Grant for Interdisciplinary Collaborative Research and Teaching, \$18,000, 2012.

Field Grant, "Methods of Community Engagement," Canadian Studies Center, University of Washington, \$1,200, 2009-10.

Theses/Dissertations Supervised in the Last 5 Years: n/a

CHRISTIE, PATRICK, Professor, School of Marine and Environmental Affairs, College of the Environment and Jackson School of International Studies, College of Arts and Sciences, UW Seattle

Education: PhD, Ohio State University, 1987; MA, Ohio State University, 1983; BA, University of Scranton, 1981

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1, Sambal-2, Spanish-3

Research Specialization: marine biology in the Pacific Northwest; fisheries; marine conservation for UN food, world bank and USAID

Canadian Content Courses Taught: SMEA 502: Decision Making and Action Taking in Marine Affairs; SMEA 509: Integrated Coastal Management; SMEA/JSIS/ENVIR 103: Society and the Oceans

Percentage of Time Dedicated to Teaching/Research on Canada: 30%

Recent Publications with Canadian Content:

Christie, P. et al. "Why People Matter in Ocean Governance: Incorporating Human Dimensions into Large-Scale Marine Protected Areas." *Marine Policy*, 84: 2017: 273-284.

Christie, P., S. Amerbson, and K. Biedenweg. "The Heartbeat of our People: Identifying and Measuring How Salmon Influences Quinault Tribal Well-Being." *Society and Natural Resources*, 2016.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Nova Scotia, Ontario.

P-I, Puget Sound Partnership/WA Sea Grant: Evaluating Puget Sound Marine Protected Areas to Increase Social Ecological Resilience, \$225,599, 2014-2017.

P-I, PEW Charitable Trust, Pew Charitable Trusts: "Think Tank" on the Human Dimensions of Large-Scale Marine Protected Areas, \$33,855, 2015-2016

Conference presentation, "The Essential Role of Planning for Human Dimensions of Large Marine Protected Areas," Honolulu, 2016.

Conference presentation, "Factors Influencing Perceptions of Impacts of Marine Reserves in Puget Sound, Implications for Marine Policy," Vancouver, BC, 2016.

Conference presentation, "Marine Protected Areas and Recreational Fishing in Puget Sound, Society for Applied Anthropology," Vancouver, BC, 2016.

Theses/Dissertations Supervised in the Last 5 Years: 3

COLLINS, HÉLÈNE V., Senior Lecturer, Department of French and Italian Studies, College of Arts and Sciences, UW Seattle

Education: PhD, University of Washington, 1996; MA, University of Washington, 1986; Maîtrise, Université de Paris X (Nanterre), 1983

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3

Research Specialization: post-WWII French cinema; language for business purposes

Canadian Content Courses Taught: FRENCH 250: History of French Cinema; FRENCH 390: French in the World; FRENCH 313: Business Communication in French

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content: n/a

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia.

Paris Program Director, French and Italian Studies and Comparative Literature, 2015-present.

Certified evaluator across the six levels of the Common European Frame of Reference for Languages (CEFR) by the Centre International d'Etudes Pédagogiques (CIEP), 2016.

Awarded, "Chevalier dans l'Ordre des Palmes Académiques," French Ministry of Education, 2015.

Language Pedagogy Webinar Series, L'Education Nationale, 2013-14.

Theses/Dissertations Supervised in the Last 5 Years: n/a

COTÉ, CHARLOTTE, Associate Professor, Department of American Indian Studies, College of Arts and Sciences, UW Seattle

Education: PhD, University of California, Berkley, 2001; MA, University of California, Berkley, 1996; BA, Simon Fraser University, 1992

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a

Research Specialization: Indigenous food security; history, law, politics, governance and sovereignty; Indigenous films and filmmakers

Canadian Content Courses Taught: AIS 270/JSIS 270: Native Peoples of the Pacific Northwest; AIS 375: Indigenous Food Sovereignty; AIS 465/JSIS 465: First Nations Filmmaking

Percentage of Time Dedicated to Teaching/Research on Canada: 75%

Recent Publications with Canadian Content:

Coté, C. "'Indigenizing' Food Sovereignty. Revitalizing Indigenous Food Practices and Ecological Knowledges in Canada and the United States." *Humanities*, 2016.

Coté, C. "Food Sovereignty, Food Hegemony, and the Revitalization of Indigenous Whaling Practices." *The World of Indigenous North America*. New York: Routledge, 2014.

Academic Experience, Canada Experience, Distinctions:

Research travel to First Nations, British Columbia.

Founder/chair, The Living Breath of Wəłəbʔaltx̣w symposium, 2013-present.

Co-Editor, Indigenous Confluences Series, UW Press, Seattle, 2013-present.

Co-coordinator, Tribal Canoe Journeys, UW Study Abroad Program to Canada, Summer 2017.

Paper Presentation, "Cultivating a Space for Community Healing, Wellness, and Revitalization," Native American, Indigenous Studies Association Annual Meeting, UBC, Vancouver, BC, 2017.

Roundtable Panel, "Food Sovereignty," Vine Deloria Jr. Annual Symposium, Northwest Indian College, Bellingham, Washington, 2015.

Paper Presentation, "Cultivating and Maintaining the Cultural and Emotional Relationships to our Traditional Foods," Native American and Indigenous Studies Association Annual Meeting, 2015.

Co-producer, *Voices of the First Peoples*, Documentary film series on UWTV, October 2012.

Theses/Dissertations Supervised in the Last 5 Years: 6

DELCOURT, DENYSE, Professor, Department of French and Italian Studies, College of Arts and Sciences, UW Seattle

Education: PhD, University of Montreal, 1987; MA, University of Montreal, 1980; BA, McGill University, 1979

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3

Research Specialization: French Middle Ages; Québécois literature; French women; French fairy tales

Canadian Content Courses Taught: FRENCH 214: Fairy Tale Tradition; FRENCH 301A: Advanced French; FRENCH 441: Québécois Literature and Culture

Percentage of Time Dedicated to Teaching/Research on Canada: 75%

Recent Publications with Canadian Content:

Delcourt, D. "Rouge, roman, collection." *Réverbération* (paperback), Lévesque éditeur, 2015.

Delcourt, D. "Contre-Jour. Cahier Littéraire." no. 32, *Hiver*. "La Galerie des Absents." 2014.

Delcourt, D. "Swords and Flowers: Conversion in 'La Chanson de Roland' and 'Floire et Blanchefleur.'" Article included in the volume of *MLN* in Memory of Eugene Vance, 2013.

Delcourt, D. and S. Nichol. "Early Modern Studies in Memory of Eugene Vance." *MLN*, 2013.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Québec.

Provides training and pedagogical support to Teaching Assistants, present.

Committee Member, Foreign Language and Area Studies Fellowship, Canadian Studies Center, 2016-17.

Theses/Dissertations Supervised in the Last 5 Years: 2

DE MELLO, STAN, Lecturer and Practicum Coordinator, School of Social Work, UW Seattle
Education: MSW, Dalhousie University, 1983; MPA, Dalhousie University, 1982; BEd, University of Toronto, 1977

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-1

Research Specialization: Cross-cultural practices; Canada's First Nations and Métis communities and development; cross-cultural organizational development; international community development

Canadian Content Courses Taught: SOC WF 315: Community Service Learning; SOC WF 405: Fieldwork Seminar; SOC WF 415: Beginning Field Instruction; SOC W 522: Advanced Standing; SW Practicum; SOC W 523: Foundation MSW Practicum Seminar; Study-in-Canada Course, SOC WF 312/405: Social Work Policy

Percentage of Time Dedicated to Teaching/Research on Canada: 75%

Recent Publications with Canadian Content: N/A

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Alberta, Ontario, Québec.

Consultant, Blood Tribe Social Development, Alberta, 2017-present.

Faculty-led Cross-border Course, Comparing Social Safety Nets in Canada, Vancouver, BC, 2014.

Co-P-I, Course Development Grant, Canadian Studies Center, Social Work across the 49th Parallel, \$900, 2010-11.

Committee Member, Foreign Language and Area Studies Fellowship, Canadian Studies Center, 2009-10 and 2010-11.

Theses/Dissertations Supervised in the Last 5 Years: n/a

DEMING, JODY, Karl M. Banse Endowed Professor, School of Oceanography, UW Seattle

Education: PhD, University of Maryland, 1981; BA, Smith College, 1974

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1, Spanish-2

Research Specialization: influence of cold-adapted marine microorganisms on biogeochemical cycles in polar and deep-sea ecosystems

Canadian Content Courses Taught: OCEAN 506B/497B: The Changing Arctic Ocean; GEN ST 197E: Freshman Seminar on the Changing Arctic; OCEAN 583: Arctic Insecurities

Percentage of Time Dedicated to Teaching/Research on Canada: 40%

Recent Publications with Canadian Content:

Deming, J.W. et al. "Microbial Ecology of the Cryosphere: Sea Ice and Glacial Habitats." *Nature Reviews Microbiology* 13(11), 2015: 677-690.

Deming, J.W. et al. "The Genetic Potential for Key Biogeochemical Processes in Arctic Frost Flowers and Young Sea Ice Revealed by Metagenomic Analysis." *FEMS Microbiol. Ecol.* 2014.

Deming, J.W. and C.T.E. Kellogg. "Particle-associated Extracellular Enzyme Activity and Bacterial Community Composition Across the Canadian Arctic Ocean." *FEMS Microbiol. Ecol.* 89(2), 2014.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia, Manitoba, New Brunswick, Northwest Territories, Nova Scotia, Nunavut, Ontario, Prince Edward Island, Québec, Saskatchewan.

Adjunct Professor, Centre for Earth Observation Science, University of Manitoba, Canada, present.

Reviewer, *Canadian Journal of Microbiology*, and for Canadian funding agencies and Canadian faculty promotions, 2013-present.

Expedition leader, Arctic Science Partnership between Canada, Greenland and Denmark, project on sea-ice microbiology in Kobbefjord, Greenland, March 2014.

Speaker, "Microbial Life in Canadian and Greenlandic Arctic," *Future of Ice Lecture Series*, University of Washington, 2014.

Theses/Dissertations Supervised in the Last 5 Years: 20

DOLSAK, NIVES, Professor and Associate Director, School of Marine and Environmental Affairs,
College of the Environment, UW Seattle

Education: PhD, Indiana University, 2000; BA, University of Ljubljana, 1992

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Croatian-3, German-3, Serbian-2,

Research Specialization: institutional challenges in governing common pool resources at multiple levels
of aggregation; climate change in North America; responses to mitigation of global climate
change; environmental policy; adaptive management in global climate policy

Canadian Content Courses Taught: SMEA 530: Development and the Environment; SMEA 521:
Climate Change Governance; SMEA 507: International Organizations and Ocean Management

Percentage of Time Dedicated to Teaching/Research on Canada: 50%

Recent Publications with Canadian Content:

Nives, D. et al. "Stronger Together: Strategies to Protect Local Sovereignty, Ecosystems, and Place-based
Communities from the Global Fossil Fuel Trade." *Marine Policy*, Vol 80, 2017: 168-176.

Nives, D. et al. "Conceptualizing and Operationalizing Human Wellbeing for Ecosystem Assessment and
Management." *Environmental Science and Policy*, 2016.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Québec.

Committee Member, Puget Sound Partnership, Science Panel, 2013-present.

Co-PI Fellowship, Development of Social Science Indicators for the Use in Integrated Ecosystem
Assessments, Washington Sea Grant, National Oceanic and Atmospheric Administration's
National Marine Fisheries Service, \$275,900, 2014.

Theses/Dissertations Supervised in the Last 5 Years: 2

EMLET, CHARLES, Professor, Social Work Program, UW Tacoma

Education: PhD, Case Western Reserve University, 1998; MSW, California State University, Fresno,
1979; BA, California State University, Fresno, 1975

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a

Research Specialization: social work practice with older adults in US and Canada; psychosocial aspects
of aging with HIV/AIDS; service delivery systems

Canadian Content Courses Taught: TSCOWF 355: HIV/AIDS Global and National Issues; TSOCW
512: Organizational Practice

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Emlet, C. et al. "Protective and Risk Factors Associated with Stigma in a Population of Older Adults
Living with HIV in Ontario, Canada." *AIDS Care* 25, 2013: 1330-1339.

Emlet, C. et al. "A Sociodemographic Profile of Older Adults Living with HIV Disease in Ontario."
Canadian Journal on Aging, 2013.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, BC, NB, Newfoundland and Labrador, Nova Scotia, Ontario, PEI, Québec.

Awarded, Social Work and Criminal Justice, Distinguished Community Engagement Award, 2016.

Poster, "Understanding the Lived Experiences of Older Adults Living with HIV in Ontario," 23rd Annual
Canadian Conference HIV/AIDS, May 2014.

Paper, "The Dynamic Tension Between Stigma and Disclosure in Older Adults Living with HIV," 23rd
Annual Canadian Conference on HIV/AIDS Research, May 2014.

Committee Chair, Fulbright Visiting Research Chair, School of Social Work, McMaster University, 2013.

Fulbright Visiting Research Chair, McMaster University, Hamilton, Ontario 2013-2014.

Visiting Professor, Factor-Inwentash Social Work University of Toronto, Ontario, Canada, 2013.

Fulbright Visiting Research Chair at McMaster University in Hamilton, Ontario. February-May 2013.

P-I, Grant, "Understanding the Lived Experiences of Older Adults Living with HIV in Ontario, Canada,"
J. William Fulbright Foreign Scholarship Board, \$25,000, May 2012.

Theses/Dissertations Supervised in the Last 5 Years: n/a

ENGLAND, KIM, Professor, Department of Geography, College of Arts and Sciences, UW Seattle
Education: PhD, Ohio State University, 1988; MA, Ohio State University, 1984; BA, University of Leicester, 1981

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1, Spanish-1

Research Specialization: urban social geographies US and Canada; feminist geographies; labor markets

Canadian Content Courses Taught: GEOG 277: Geography of Cities; GEOG 342B: Geographies of Inequalities; GEOG 476/WOMEN 476: Women and the City; GEOG 495: Geographies of Difference; GEOG 525: Advanced Qualitative Methods in Geography

Percentage of Time Dedicated to Teaching/Research on Canada: 50%

Recent Publications with Canadian Content:

England, K. et al. "At Home with the Boss: Live-in Elder Care Workers in Austria, Canada, Switzerland and the UK." *Transactions of the Institute of British Geographer*, 2018.

England, K. and I. Dyck. "Global Care at Home: Transnational Care Workers Caring for Older People in Toronto." *Re-thinking Home. Transnational Migration and Older Age*. Routledge, 2014.

England, K. "Women, Intersectionality and Workplace Equity." *Employment Equity in Canada: The Legacy of the Abella Report*, Toronto: University of Toronto Press, 2014.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia, Manitoba, Ontario, Québec.

UW Simpson Center Funding, Digital Humanities Summer Institute, University of Victoria, 2013-14.

Grant, Canadian Studies, *Health Workforce Migrations across Canada-US Border*, \$1,800, 2010-11.

Theses/Dissertations Supervised in the Last 5 Years: 4

FABBI, NADINE, Managing Director, Canadian Studies Center, Henry M. Jackson School of International Studies, College of Arts and Sciences, UW Seattle

Education: EdD, UBC, 2015; MA, Carleton University, 1992; BA, Seattle University, 1987

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1, Italian-1

Research Specialization: Canadian society; Canada and the north; Inuit history and culture

Canadian Content Courses Taught: JSIS 495C: Task Force on Arctic; JSIS 582: Issues in Arctic Policy

Percentage of Time Dedicated to Teaching/Research on Canada: 100%

Recent Publications with Canadian Content:

Fabbi, N., J. Young and E. Finke. "Ukiuqta'qtumi Hivuniptingnun: One Arctic, One Future, *Canadian Arctic Resources Committee*. 2017.

Fabbi, N. and T. Rodon (Eds.). "Makippugut (We Are Standing Up): Public Policy and Self-determination in Nunavik." *American Review of Canadian Studies* 47(2), 2017: 117-126.

Fabbi, N. "Inuit Foreign Policy and International Relations in the Arctic." *Handbook of the Politics of the Arctic*. Lysaker, Norway: Fridtjof Nansen Institute, Edward Elgar Publishing, 2015.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, BC, Manitoba, NB, NFL, NS, Ontario, PEI, Québec, Saskatchewan, Yukon.

Co-PI, Agreement on Academic Cooperation Research Contract, Korea Maritime Institute, April-December 2014-present, \$30,000.

Lecture, "Indigenous Influence in Arctic Affairs," Korea Arctic Academy, Korea Maritime Institute, Busan, South Korea, July 5-11, 2017.

Arctic Interview, "The Arctic Council as a Unique 21st Century International Organization," Ep. 134: Innovation at Arctic Council, World Policy on Air, July 5th, 2017.

Co-Chair, North and Arctic Indigenous Peoples Section, Biennial Conference, Association for Canadian Studies in the United States, October 2017.

Workshop presentation, "Indigenous Internationalism in the Arctic," New Frontiers: Contested Claims in Arctic Exploration, Global Classroom Workshop, World Affairs Council, Washington, 2017.

Panelist, Challenges in the Arctic, World Affairs Council, Seattle, Washington, December 4th 2015.

Interview, "Obama's Arctic Visit Highlights a Fast-Changing Region," KUOW, The Record, 2015.

Theses/Dissertations Supervised in the Last 5 Years: 3

FEARN-BANKS, KATHLEEN, Associate Professor, Department of Communication, College of Arts and Sciences, UW Seattle

Education: EdD, University of Southern California, 1981; MS, University of California, Los Angeles, 1965; BA, Wayne State University, 1964

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): N/A

Research Specialization: Crisis communications; public relations; Canadian media

Canadian Content Courses Taught: COM 444: Public Relations and Society; COM 452: Crisis Communications

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Fearn-Banks, K. *Crisis Communications: A Casebook Approach 5th Edition*. Routledge, Taylor and Francis, 2017.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia.

Founder of Chapter and Adviser, Public Relations Student Society of America, 1993-present.

Theses/Dissertations Supervised in the Last 5 Years: 2

FINDLAY, JOHN, Professor, Department of History, College of Arts and Sciences, UW Seattle

Education: PhD, University of California, Berkeley, 1982; MA, University of California, Berkeley, 1978; BA, University of Puget Sound, 1976

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-2

Research Specialization: history of the North American West and Pacific Northwest; social and urban history; American/Canadian relations

Canadian Content Courses Taught: HSTAA 432: History of Washington State and the Pacific Northwest; HSTAA 512: Readings in the History of the North American West

Percentage of Time Dedicated to Teaching/Research on Canada: 35%

Recent Publications with Canadian Content:

Findlay, J. "The Mobilized West, 1940-2000." *The History of the American West*. University of Nebraska Press, forthcoming 2018.

Findlay, J. and C. Herbert. *White Power, Yellow Gold: Colonialism and Identity in the California and British Columbia Gold Rushes, 1848-1871*. University of Washington Press, 2012.

Findlay, J. *Parallel Destinies: Canadian-American Relations West of the Rockies*. Montreal: McGill-Queen's University Press, 2002.

Findlay, J. *The Wishful West: City Dreams and Country Schemes*. University of Nevada Press, 2011.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Ontario, Québec.

Advisory Board, Center for the Study of the Pacific Northwest, present.

Managing Editor, Pacific Northwest Quarterly, 1992-2003, 2008-2015.

Lecture presentation, History of the American West, Whitman College, April 2013.

Awardee, John Calhoun Smith memorial Endowed Professorship, University of Washington, 2013-15.

Associate Chair of the University of Washington Department of History, 2011-2012.

Member, Society of Scholars, Walter Chapin Simpson Center for the Humanities, 2011-12.

Awardee, Pacific Northwest History Award, Pacific Northwest Historians Guild, 2012.

Theses/Dissertations Supervised in the Last 5 Years: 4

FITZHUGH, BENJAMIN, Associate Professor, Department of Anthropology, College of Arts and Sciences, UW Seattle

Education: PhD, University of Michigan, 1996; MA, University of Michigan, 1992; BA, University of North Carolina, 1989

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1, Spanish-1, Ukrainian-1

Research Specialization: Arctic and North Pacific archaeology; complex hunter-gatherers; archaeological method/theory; human ecology and social evolution; human ecodynamics and sustainability; social networks

Canadian Content Courses Taught: ARCHY 377: Arctic Archaeology; OCEAN 582: Arctic Insecurities

Percentage of Time Dedicated to Teaching/Research on Canada: 35%

Recent Publications with Canadian Content:

Fitzhugh, B. "Origins and Development of Arctic Maritime Adaptations in the Western Subarctic." In *Oxford Handbook of the Prehistoric Arctic*, T. Max Friesen and Owen K Mason (Eds.) Oxford: Oxford University Press, 2016.

Fitzhugh, B. et al. "Resilience and the Population History of the Kuril Islands, Northwest Pacific: A Study in Complex Human Ecodynamics." *Quaternary International*, 2016.

Academic Experience, Canada Experience, Distinctions:

Research travel to Newfoundland and Labrador, Nunatsiavut, Ontario, Québec.

Director, Quaternary Research Center, present.

Committee member, Respect and Equity in Field Work Task Force, 2015-present.

Committee member, Future of Ice Steering Committee, College of Environment, 2012-present.

Invited lecture, "Fire in the Library: Arctic warming, coastal erosion, and the catastrophic loss of scientific and cultural understanding," Trent University, Ontario, April 2017.

Invited lecture, "Were North Pacific maritime communities impacted by prehistoric regime shifts? Archaeology and paleoecology," Monster Seminar JAM, Northwest Fisheries Science, 2016.

Committee member, Arctic Studies Minor, University of Washington, 2012-13.

Theses/Dissertations Supervised in the Last 5 Years: 2

FLUHARTY, DAVID, Associate Professor, School of Marine and Environmental Affairs, College of the Environment, UW Seattle

Education: PhD, University of Michigan, 1976; MA, UW, 1972; BA, UW, 1968

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1, Spanish-1, Swedish-3,

Research Specialization: Marine protected area management and science; ecosystem approaches to ocean management in Canada and the US

Canadian Content Courses Taught: SMEA 525: Marine Protected Area Management and Science; SMEA 519: Marine Policy Analysis; SMEA/SAFS 539: Fisheries Management and Policy

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Fluharty, D. et al. "Issues at the Fore in the Land of Magnuson and Stevens: A Summary of the 14th Bevan Series on Sustainable Fisheries." *Marine Policy*. 54(1), 2015: 118-121.

Fluharty, D. "Arctic Marine Living Resources." *The Arctic in World Affairs: A North Pacific Dialogue on Arctic Marine Issues*. Honolulu: Korean Maritime Institute and East-West Center, 2012.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia, Ontario, Québec.

Committee Member, North Pacific Research Board, Science Plan External Review 2015-present.

Co-Chair, Ecosystem Sciences and Management Working group, National Oceanic and Atmospheric Administration Science Advisory Board, 2009-present.

Chair, Marine Fisheries Service, NOAA, Ecosystem Science, Offices of Science and Technology, 2016.

Committee Member, Foreign Language and Area Studies Fellowship, Canadian Studies Center, 2013-14.

Theses/Dissertations Supervised in the Last 5 Years: 11

HALLENBECK, MARK E., Director, Washington State Transportation Center, Department of Civil and Environmental Engineering, College of Engineering, UW Seattle

Education: MSCE, University of Washington, 1980; BSCE, University of Washington, 1979

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): N/A

Research Specialization: efficient and secure movement of people and freight across the Canada-US border; design and operation of transportation systems within major urban environments

Canadian Content Courses Taught: CEE 416: Urban Transportation Design; CEE 580: Urban Transportation Planning; CEE 582/URBDP 598: Special Topics Urban Transportation Planning

Percentage of Time Dedicated to Teaching/Research on Canada: 30%

Recent Publications with Canadian Content:

Hallenbeck, M. "Use of Electronic Fare Transaction Data for Corridor Planning." (In coordination with Vancouver BC's Translink Compass Card.) *US Department of Transportation*, forthcoming 2018.

Hallenbeck M. "Traffic Monitoring Practices Guide for Canadian Provinces and Municipalities." *U Department of Transportation*, Forthcoming 2018.

Hallenbeck, M. "WSDOT Safe from Crime at Location-Specific Transit Facilities." *US Department of Transportation*, 2017.

Hallenbeck, M. "SHRP2 Reliability Data and Analysis Tools." *US Department of Transportation*, 2017.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia.

Director, PacTrans Associate Director for Outreach, ITS America workshop, 2015-present.

Presentation, Cascadia Urban Analytics Cooperative Symposia, Vancouver, British Columbia, 2017.

Theses/Dissertations Supervised in the Last 5 Years: n/a

HARGUS, SHARON L., Professor, Department of Linguistics, College of Arts and Sciences, UW Seattle

Education: PhD, Linguistics, University of California, Los Angeles, 1985; MA, Linguistics, University of California, Los Angeles, 1981; BA, Linguistics, University of California, Berkeley, 1979

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-3

Research Specialization: phonology; Indigenous languages including Witsuwit'en and Tsek'ene

Canadian Content Courses Taught: LING 200: Introduction to linguistics; LING 450/550: Introduction to linguistic phonetics; LING 551: Phonology I; LING 580: Problems in Linguistics: Historical Phonology; LING 600: Aboriginal Language Archiving

Percentage of Time Dedicated to Teaching/Research on Canada: 50%

Recent Publications with Canadian Content:

Hargus, S. "Deg Xinag disjunct verbal prefixes and positions." Proceedings of the Dene Languages Conference, 2012 Fairbanks: Alaska Native Language Center, 2013.

Hargus, S. 'Design Issues in Athabaskan Languages.' *Northwest Journal of Linguistics* 6.2, 2012: 2-15.

Hargus, S. "Deg Xinag Rounding Assimilation: A case study in phonologization." *Journal of Laboratory Phonology* 3: 2012: 163-193.

Hargus, S. *Athabaskan Languages*. Oxford Bibliographies Online. 2011.

Hargus, S. *Athabaskan Phonetics and Phonology*. Language and Linguistics Compass. 2010.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia.

Presentation, "Documenting for revitalization: Kwadacha Tsek'ene, a case study," Dene Languages Conference, University of Northern British Columbia, Prince George British Columbia, 2015.

Committee Member, FLAS Fellowship, Canadian Studies Center, 2014-15 and 2018.

Grant, Co-P-I, Arctic Social Sciences Program. National Science Foundation, "Athabaskan/Dene Languages Conference," Western Washington University, \$21,481, 15-17 August 2012.

Grant, P-I, National Science Foundation Grant, Documenting Endangered Languages Program, "Athabaskan Personal Histories of Climate Change in Alaska and Canada," \$250,000, 2007-10.

Theses/Dissertations Supervised in the Last 5 Years: 4

HARMON, ALEXANDRA J., Professor, Department of American Indian Studies, College of Arts and Sciences, UW Seattle

Education: PhD, University of Washington, 1995; JD, Yale Law School, 1972; MA, University of Washington, 1991; BA, Stanford University, 1966

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-2, Spanish-1

Research Specialization: history, law, and questions of ethnic identity and economic culture affecting Indigenous North Americans and their descendants in Canada and the US

Canadian Content Courses Taught: AIS 201: Introduction to American Indian History; AIS 331/HSTAA 331: American Indian History to 1840; AIS 332/HSTAA 332: American Indian History: 1840 to Present; AIS 446/HSTAA 446: American Indian Economic History; AIS 370/HSTAA 315: Researching Indians' History; AIE 425: Indians in the Western Washington History

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Harmon, A. "From Dispossessed Ward to Citizen Activists: American Indians Survive the Assimilation Policy Era." In *A Companion to the Gilded Age and Progressive Era*, Wiley Blackwell, 2017.

Harmon, A. *Indians in the Marketplace*. Oxford University Press, 2016.

Harmon, A. "American Indians, American Law, and Modern American Foreign Relations." *Diplomatic History*, 2015.

Harmon, A., C. O'Neill, and P. C. Rosier. "Interwoven Economic Histories: American Indians in a Capitalist America." *Journal of American History* 98, 2011: 698-722.

Harmon, A. *Rich Indians: Native People and the Problem of Wealth in American History*. UNC, 2010.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, New Brunswick, Nova Scotia, Ontario, Québec, Saskatchewan, Yukon.

Advisory Board, Center for the Study of the Pacific Northwest, History, UW, 2010-present.

Organization of American Historians Distinguished Lecturer, 2014-2017.

Roundtable Session, "Is Indian History Part of the History of American Foreign Relations?" Society for Historians of American Foreign Relations conference, June 2012.

Grant, P-I, Center for the Study of the Pacific Northwest, University of Washington, 2012.

Conference, "Indians in a Capitalist America," Native American and Indigenous Studies Association conference, April 2011.

Theses/Dissertations Supervised in the Last 5 Years: n/a

HARRINGTON, JAMES W., Professor, Urban Studies, UW Tacoma

Education: PhD, University of Washington, 1982; MA, University of Washington, 1980; BA, Harvard University, 1977

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3

Research Specialization: regional incidence and effects of Canadian investment in US border regions; motivations of trade policy; international economic interaction

Canadian Content Courses Taught: GEOG 349: Geography of International Trade

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Harrington, J. W. and C. Kauffman, "Local Entrepreneurship." *Economic Geographies, Seattle Geographies*. Seattle: University of Washington Press, 2011.

Academic Experience, Canada Experience, Distinctions:

Member, Advisory Committee for the Social, Behavioral and Economic Sciences Directorate, National Science Foundation, 2013-16.

Ronald F. Abler Distinguished Service Honors, Association of American Geographers, 2014.

Vice Chancellor for Academic Affairs, UW Tacoma, 2011-14.

Provost, Search Advisory Committee, UW, Seattle, 2011-12.

Theses/Dissertations Supervised in the Last 5 Years: 2

HELLMANN, DONALD C., Professor Emeritus, Henry M. Jackson School of International Studies,
College of Arts and Sciences, UW Seattle

Education: PhD, University of California, Berkeley, 1964; MA, University of California, Berkeley,
1960; BA, Princeton University, 1955

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3, Chinese-2, Japanese-3,
Spanish-3

Research Specialization: effects of internationalization of the Arctic Ocean on Arctic governance;

Japanese political economy and international relations; Pacific Rim relations; U.S. foreign policy

Canadian Content Courses Taught: ARCTIC 400: Integrating Policy and Science in Arctic Studies

Percentage of Time Dedicated to Teaching/Research on Canada: 50%

Recent Publications with Canadian Content:

Hellmann D., V. Gallucci, and N. Fabbi, "Geopolitics, Arctic Council, and Arctic Resources." In *Fishing
People of the North: Cultures, Economies, and Management Responding to Change*, C.

Carothers, et al (Eds.), Fairbanks: University of Alaska Fairbanks, 2012: 29-42.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia, Ontario, Saskatchewan.

PI on individual and institutional grants, Fulbright Commission and other foundations (Ford, MacArthur,
Rockefeller, Olin and Bradley); foreign grant-giving institutions (APEC Education Foundation,
the European Union, and Cambridge University), 2010-current.

Consultant, government agencies including National Security Council, U.S. Dept. of State and public
policy organizations including Committee for Economic Development and Brookings Institution,
2010-current.

Discussant, One Arctic Workshop, Wilson Center for Scholars, Washington DC, April 2016.

Respondent, *Arctic Research Fellows Symposium*, May 2014.

Invited Discussant, Arctic and International Relations, invited by the Central of Chinese Communists,
Jackson School of International Studies, 2014.

Theses/Dissertations Supervised in the Last 5 Years: 2

HERSCHENSOHN, JULIA R., Professor Emerita, Department of Linguistics, College of Arts and
Sciences, UW Seattle

Education: PhD, University of Washington, 1976; MA, University of California, Santa Barbara, 1970; BA,
University of California, Santa Barbara, 1966

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3

Research Specialization: Syntactic theory; French syntax; Romance linguistics

Canadian Content Courses Taught: research only

Percentage of Time Dedicated to Teaching/Research on Canada: 35%

Recent Publications with Canadian Content:

Herschenson, J. and M.Y. Scholten, "Cambridge Handbook on Second Language Acquisition."
Cambridge: Cambridge UP, 2013.

Herschenson, J. "Romance Linguistics 2010: Selected proceedings of the 40th Symposium on Romance
Languages." Amsterdam/Philadelphia: *John Benjamins*, 2011: 332.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia.

Coordinating Editor, *Journal of French Language Studies*, articles about Canadian French, 2013-present.

Committee Member, Foreign Language and Area Studies Fellowship, Canadian Studies Center, 2015-16.

Symposium, Representation and processing of nominal features in L2 French, Department of French and
Italian, University of Texas, Austin, February 2013.

Chair, 11th Annual Generative Approaches to Second Language Acquis. Conference, UW, Seattle, 2011.

Organizing Committee, The 40th Linguistic Symposium on Romance Languages, UW, March 2010.

Grant reviewer, Social Science Research Council of Canada, U of Kansas and Baylor University, 2010.

Theses/Dissertations Supervised in the Last 5 Years: 11

HEVLY, BRUCE, Associate Professor, Department of History, College of Arts and Sciences, UW Seattle

Education: PhD, Johns Hopkins, 1987; BA, Carleton College, 1982

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1, German-1, Spanish-2

Research Specialization: History of modern physics and technology, especially in the national contexts of the United States; American/Pacific Northwest social, cultural, and intellectual history; Ft. Churchill during the Cold War.

Canadian Content Courses Taught: HSTCMP/ARCTIC 400-level: History of Polar Science (in development); HSTCMP 315: History of Technology to 1940; HSTRY 388: Colloquium: Introduction to History; HSTRY 390: Colloquium in History and Science

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Hevly, B. "What's Next? On Hanford's 70th Anniversary." *Pacific Northwest Quarterly*, 2013: 72-29.

Hevly, B., and A. Adler. *The Ocean Laboratory: Exploration, Fieldwork and Science at Sea*. University of Washington Press, 2014.

Academic Experience, Canada Experience, Distinctions:

Managing Editor, *Pacific Northwest Quarterly*, UW, 2016-present.

Committee Member, Seattle's Historic Wooden Fishing Boats, student building program, UW, 2014.

Theses/Dissertations Supervised in the Last 5 Years: 2

HILBORN, RAY, Professor, Aquatic and Fishery Sciences, College of the Environment, UW Seattle

Education: PhD, University of British Columbia, 1974; MA, Grinnell College, 1969; BA, Grinnell College, 1969

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1, German-1

Research Specialization: fishery population dynamics, management, natural resource conservation; fishery resources of the west coast of the US, Canada, New Zealand, and Australia

Canadian Content Courses Taught: FISH 323: Conservation and Management of Aquatic Resources; FISH 458: Fisheries Stock Assessment; FISH 497: Special Topics in Aquatic and Fishery Science

Percentage Teaching/Research that includes Canadian Content: 50%

Recent Publications with Canadian Content:

Hilborn, R., et al. "Modeling Co-occurring Species: A Simulation Study on the Effects of Spatial Scale for Setting Management Targets." *Canadian Journal of Fisheries and Aquatic Sciences* 70: 2013.

Hilborn, R., et al. "Summer Emigration and Resource Acquisition Within a Shared Nursery Lake by Sockeye Salmon (*Oncorhynchus nerka*) from historically discrete rearing environments." *Canadian Journal of Fisheries and Aquatic Sciences* 70: 2012: 57-63.

Hilborn, R., et al. "The Influence of Population Dynamics and Environmental Conditions on Pink Salmon (*Oncorhynchus gorbuscha*) Recolonization After Barrier Removal in the Fraser River, British Columbia, Canada." *Canadian Journal of Fisheries and Aquatic Sciences* 69: 2012: 970-982.

Hilborn, R., et al. "Quantitative Risk Measures Applied to Alaskan Commercial Fisheries." *Canadian Journal of Fisheries and Aquatic Sciences* 69: 2012: 487-498.

Hilborn, R., et al. "Sea Lice Infestations and the Productivity of Pink Salmon in the Broughton Archipelago, BC, Canada." *Canadian Journal of Fisheries and Aquatic Sciences* 68, 2011: 17-29.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia.

Member, Blue Ribbon Panel, World Bank Global Partnership for Oceans, 2013-present.

Fellow, Royal Society of Canada, 2005-present.

Co-P-I, fisheries management systems, Pollock Conservation Cooperative Center, \$300,000, 2013-15.

P-I, Arctic-Yukon-Kuskokwim Salmon Sustainability Fund, \$273,000, 2013-15.

Theses/Dissertations Supervised in the Last 5 Years: 12

HUGO, RUSSELL, Linguist and Project Manager, Language Learning Center, College of Arts and Sciences, UW Seattle

Education: PhD, University of Washington, 2016; MA, University of Washington, 2010; BA, Western Washington University, 2006

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Korean-2, Latin-2, Spanish-1

Research Specialization: computer assisted language learning; Indigenous language revitalization; language attitudes; language policy; digital archiving

Canadian Content Courses Taught: n/a

Percentage of Time Dedicated to Teaching/Research on Canada: 35%

Recent Publications with Canadian Content:

Hugo, R. "Indigenous Language Revitalization in the Pacific Northwest." In K. Denham (Ed.), *Northwest Voices*. University of Washington Press, forthcoming.

Hugo, R. "One Corner of the World: Aboriginal Language Education in Washington State." *Languages Victoria*, 17:1, 2013: 51-53.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Ontario, Yukon.

Founder, The Coalition for the Equitable Representation of Indigenous Languages, UW, 2012-present.

Committee Member, Teaching and Learning Technology Oversight Committee, UW, 2012-present.

Conference Presentation, Bias and the Consistency and Reliability of Formulaic Language Judgements, Northwest Linguistics Conference, University of Victoria, BC, 2015.

Theses/Dissertations Supervised in the Last 5 Years: n/a

JAROSZ, LUCY A., Chair and Professor, Department of Geography, College of Arts and Sciences, UW Seattle

Education: PhD, University of California, Berkeley, 1990; MA, University of Wisconsin, Madison, 1979; BA, University of Montana, 1975

Foreign Language Competency (1=basic, 2=intermediate, 3=fluent): French-3

Research Specialization: foodways in Québécois history and culture

Canadian Content Courses Taught: GEOG 271: Geography of Food and Eating; GEOG 470: Food Cultural Politics

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Jarosz, L., S. Boyd and D. Barenscott, "Québec's Literary Foodscapes: Gender, Class and Food in Urban and Rural Spaces." *Canadian Culinary Imaginations*, 2016.

Jarosz, L. and M. Daigle, "Food Justice and Food Sovereignty: Placing Nature, Culture and Indigeneity in Food Politics." *Routledge International Handbook of Food and Environment: Toward Sustainable Food Systems*, 2016.

Jarosz, L. "Defining World Hunger: Scale and Neoliberal Ideology in International Food Security Policy Discourse." *Food, Culture and Society*, 14.1: 2011: 117-139.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia.

Co-Editor, *Food, People Planet Series*, UW Press, 2014-present.

Committee Member, Foreign Language and Area Studies Fellowship, Canadian Studies Center, 2013-14.

Presenter, "Urban Gardens and Food Justice," Canadian Association for Food Studies, Victoria BC, 2013.

Presenter, "Comparative Crises: How do middle classes engage poverty?" Comparative Research on Poverty Network, UNESCO, National Science Foundation, 2010.

Faculty Research Grant, "How Local Food Systems Address Hunger," Government of Canada, \$5,170, 2009.

Presenter, "Reframing Poverty." US-Canada comparison on urban gardening and food security, Comparative Research on Poverty Network, UNESCO and the NSF, Bergen, Norway, 2009.

Thesis/Dissertations Supervised in the Last 5 Years: 4

JEGATHEESAN, BRINDA, Associate Professor, College of Education, UW Seattle

Education: PhD, University of Illinois, 2005; MEd, University of Hawaii, 2000; BA, Bangalore University, 1985

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-2, Hindi-3, Japanese-3, Malay-2, Tamil-3

Research Specialization: immigrant and Indigenous children and their families in Canada and the US; socio-cultural and psychological contexts of development and learning; bilingual special education; bioethics and early intervention; ethnography and case study research methods

Canadian Content Courses Taught: EDPSY 536: Immigrant and Indigenous Children: Social Context of Learning; EDPSY 582: Seminar in Development and Socialization

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Jegatheesan, B. "Influence of Cultural and Religious Factors on Attitudes Towards Animals." In *Handbook on Animal-Assisted Therapy: Theoretical Foundations and Guidelines for Practice*. Elsevier, 2015.

Jegatheesan, B. "Using an Adaptive Methodology to Study Human-Animal Interactions in Cultural Context." *Anthrozoos*, 25, 2012: 107-121.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia.

Research, Punjabi families of children with developmental disabilities in British Columbia, 2015-present.

Interview, "How dogs are helping children in the classroom," interviewed by Kathleen Dunn, Wisconsin Public Radio, The Kathleen Dunn Show, August 25, 2015.

Research Grant, First Nation language preservation on Vancouver Island, 2011.

Research Grant, Field Work, Language preservation and use among First Nations children of the Cowichan tribe in British Columbia, Canadian Studies Center, \$800, June 2010.

P-I, "When Having Autism Means Loss of Family Languages: Children with Autism in Multilingual Immigrant Families in the Pacific Northwest," UW Institute for Ethnic Studies in the US, 2007.

Theses/Dissertations Supervised in the Last 5 Years: 1

KATZ, AARON, Principal Lecturer, Department of Health Services, School of Public Health, UW Seattle

Education: CPH, University of Toronto, 1975; BA, University of Wisconsin-Madison, 1974

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-1

Research Specialization: health policy in US/Canada; international health; market change; rural health

Canadian Content Courses Taught: HSERV 552: Health Policy Development

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Katz, A. et al. "Evaluating the Impact of the Affordable Care Act on HIV Care, Outcomes, Prevention, and Disparities: A Critical Research Agenda." *Journal of Health Care for the Poor and Underserved*, 2017.

Katz, A., S. Iyengar, and J. Durham. "Role of Institutional Entrepreneurship in Building Adaptive Capacity in Community-based Healthcare Organizations." *Realist Review Protocol*, 2016.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Ontario.

Diversity Committee member, UW School of Public Health, 2012-present.

Lead, Health Systems and Policy Concentration, Master of Public Health program, Department of Health Services, UW, 2011-present.

Director, Global Health MPH Program Leadership, Policy, and Management Track, UW, 2010-present.

Participant, *The HealthCare Movie* (Canadian health care system), L. Simons and T. Sterrenberg, 2012.

Referee, *Northwest Public Health*, 2011.

Theses/Dissertations Supervised in the Last 5 Years: 20

LAIDRE, KRISTIN, Associate Professor, School of Aquatic and Fishery Sciences, College of the Environment, UW Seattle

Education: PhD, University of Washington, 2003; BA, University of Washington, 1999

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Danish-3, Greenlandic-1

Research Specialization: spatial modeling of movement and spatially-explicit foraging ecology of top marine predators; sea ice and glacier ecology; population dynamics of Arctic marine mammals

Canadian Content Courses Taught: FISH 464: Arctic Marine Vertebrate Ecology

Percentage of Time Dedicated to Teaching/Research on Canada: 50%

Recent Publications with Canadian Content:

Laidre, K. L., et al. "Range Contraction and Increasing Isolation of a Polar Bear Subpopulation in an Era of Sea Ice Loss." *Ecology and Evolution*, forthcoming.

Laidre, K. L., et al. "Habitat Selection by Two Beluga Whale Populations in the Chukchi and Beaufort Seas." *PLoS ONE* 12(2): e0172755.

Laidre, K. L., and E. V. Regehr. "Arctic Marine Mammals and Sea Ice." *Sea Ice*, Wiley-Blackwell, 2017.

Laidre, K. L., et al. "Decadal Shifts in Autumn Migration Timing by Pacific Arctic Belugas Are Related to Delayed Annual Sea Ice Formation." *Global Change Biology*, 2016.

Laidre, K. L., et al. "Arctic Marine Mammal Population Status, Sea Ice Habitat Loss, and Conservation Recommendations for the 21st Century." *Conservation Biology*, 2015.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Ontario, Nunavut.

Scientific Member, Canada-Greenland Joint Commission, Baffin Bay and Kane Basin, Research for shared polar bear populations, 2010-present.

Board Member, IUCN/Polar Bear Specialist Group, Species Survival Commission Cetacean Specialist Group, 2009-present.

Field Work, Narwhal satellite tagging and TDR deployment, Canadian Arctic/Greenland, 2000-present.

Fellowship, Marine Conservation Fellowship, focus on Arctic marine mammals, 2017.

Theses/Dissertations Supervised in the Last 5 Years: 3

LORENZ, FREDERICK M., Senior Lecturer, Jackson School of International Studies, College of Arts and Sciences, UW Seattle

Education: LLM, George Washington University, 1982; JD, Marquette University, 1971; AB, Marquette University, 1968

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Russian-1

Research Specialization: international law; international security; US foreign policy

Canadian Content Courses Taught: JSIS A 465/LAW H 542: International Humanitarian Law

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Lorenz, F.M. "International Humanitarian Law and the Law of War: Text and Materials." forthcoming.

Lorenz, F.M. "Strategic Water: Iraq and Security Planning in the Euphrates Tigris Basin." *Marine Corps Press*, 2014.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Ontario.

Lecturer, Canadian Peacekeeping Centre, participated on three continents, 2009-present.

Regular participant, Canada oriented programs, University of British Columbia, 2008-present.

Annual Exploration Seminar, "Challenges of International Justice" in Ireland and Hague, 2007-present.

Field Course, led the NPS-RSEP aboard the USS America Amphibious Ready Group on its deployment to the Western Pacific and Middle East National, 2017.

Field Course, participated in the Naval Postgraduate School (NPS) Regional Security Education Program (RSEP) with the USS Wasp Amphibious Ready Group deployment to the Mediterranean, 2016.

Theses/Dissertations Supervised in the Last 5 Years: 10

LUCERO, TONY, Associate Professor and Chair, Latin American and Caribbean Studies, Henry M. Jackson School of International Studies; College of Arts and Sciences, UW Seattle

Education: PhD, Princeton University, 2002; MA, Princeton University, 1997; BA, Stanford University, 1994

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-3

Research Specialization: Indigenous politics, social movements, and borderland communities

Canadian Content Courses Taught: AIS 275A: Introductory Topics in American Indian and Indigenous Studies; JSIS 498: Reading in International Studies

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Lucero, T. "Friction, Conversions and Contention – Prophetic Politics in the Tohono O'odham Borderlands." *Latin America Research Review*, 49, 2014.

Lucero, T. "The Paradoxes of Indigenous Politics." *Americas Quarterly*, 2011.

Lucero, T., and M.E. Garcia. "Authenticating Indians and Movements." *Histories of Race and Racism: The Andes and Mesoamerica from Colonial Times to the Present*, 2011.

Academic Experience, Canada Experience, Distinctions:

Member, Advisory Council, Office of Global Affairs, University of Washington, 2010-present.

Editorial Board Member, *International Journal of Critical Indigenous Studies*, 2009-present.

Lecture, The US-Mexican Border, Jackson School of International Studies, 2017.

Round Table Discussion, Indigenous Studies in Unexpected Places, Native American and Indigenous studies Association conference, Honolulu, Hawaii, 2016.

Co-Chair, Selection Committee, International Dissertation Fellowship Program, Social Science Research Council, 2014-2017.

Theses/Dissertations Supervised in the Last 5 Years: 3

MCCAFFERY, AUGUSTINE, Senior Academic Program Specialist, Academic Affairs and Planning, Graduate School, UW Seattle

Education: PhD, University of Washington, 2012; MA, University of Washington, 1992; BA, University of Washington, 1985

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Uto-Aztecan-2

Research Specialization: Indigenous education

Canadian Content Courses Taught: n/a

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

McCaffery, A. *What We Know About Native Participation in Higher Education. Multicultural Education Policies in Canada and the United States*. University of British Columbia Press, 2007.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Ontario, Québec.

Faculty Chair/Advisor, Native American Students in Advanced Academic, annual graduate student conference, 2010-present.

Chair, Governing Council Executive Committee, National Institute for Native Leadership in Higher Education (NINLHE), University of Northern Colorado, Greeley, CO, 2013-President.

Member, wələbʔaltx™ Intellectual House Working Group, University of Washington, 2010–Present.

President, Board of Directors, Friends of American Indians in Education, Seattle, WA, 1993–Present.

Theses/Dissertations Supervised in the Last 5 Years: n/a

McEACHERN, MORNA, Lecturer, School of Social Work; Program Manager, Pacific Northwest Canadian Studies Consortium, UW Seattle

Education: PhD, University of Washington, 2010; MSW, University of Washington, 2006; BFA, California College of Arts and Crafts, 1975

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Latin-2

Research Specialization: Canadian social policies and social work: history and social justice

Canadian Content Courses Taught: SOCW 304: Community Service Learning; SOC 314: Social Work and Social Policy; SOCW 393: Global Social Safety Nets; SOCW 500: Intellectual and Historical Foundations of Professional Social Work

Percentage Canadian Content: 80%

Recent Publications with Canadian Content: N/A

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, BC, Manitoba, NB, NS, Ontario, PEI, Québec, Saskatchewan, Yukon.

Faculty lead, Faculty field course, Canada-US Columbia River Treaty, June 2015 and June 2018.

Co-PI with J. Wagner, UBC Okanagan, Collaboration Mobility Research Award, decolonizing the discourse about the Columbia River Treaty, \$9,000 CND, March 2018.

Research Affiliate, University of Victoria, British Columbia, 2009-present.

Paper presentation, "Celebration of Native Elders as Warrior-Scholars Across the 49th Parallel," 4th International Indigenous Voices in Social Work, Alta, Norway, June 11-14, 2017.

Panel member, Columbia River Treaty Modernization, 4th International Indigenous Voices in Social Work: Transition, Marginalization and Empowerment, Alta, Norway, June 11-14, 2017.

Panel member, Indigenous Based Knowledge and Research, 4th International Indigenous Voices Social Work: Transition, Marginalization and Empowerment, Alta, Norway, June 11-14, 2017.

Committee member, developed proposed MSW program, adopted by CSWE and Seattle University, curriculum development and course/syllabus, Seattle University, 2014-2015.

Field Course, social safety nets worldwide, Vancouver, British Columbia to Seattle University, 2014.

Secretary of the Executive Board, Association for Canadian Studies in the United States, 2012-2013.

Faculty lead, Field Course to Northern British Columbia, Prince George, B.C., 2013.

Theses/Dissertations Supervised in the Last 5 Years: 2

MEYER, HEDWIGE, Principal Lecturer, French and Italian Studies, Arts and Sciences, UW Seattle

Education: MA, University of Washington, 1992; Licence d'anglais, University of Nantes, 1988; DEUG Trilingue, 1987

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3

Research Specialization: task-based learning, communicative language teaching, language pedagogy, integration of technology in the language classroom, Québec in the French curriculum

Canadian Content Courses Taught: FRENCH 100-level; 200-level; 300-level

Percentage Teaching/ Research Dedicated to Canada: 25%

Recent Publications with Canadian Content:

Hedwige, M. and S. L. *Rond-Point: Édition nord-américaine, 2nd edition*. Pearson, 2015.

Hedwige, M. "Translation of La Grammaire du français." *Niveau A1*, Difusión, 2014.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia.

Presenter, ACTFL Conference, San Diego, November, 2016.

DELTA A1-B2 grader preparation, Alliance Française de Seattle, September 2016.

Webinar Participant, "It's time to talk, we have things to do," Learning Makes Us Webinar Series, 2016.

FLE Webinars (organized by the French consulate and the CLA of Besançon) March-May, 2014.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2013-14.

Theses/Dissertations Supervised in the Last 5 Years: n/a

MILLION, DIAN, Associate Professor, American Indian Studies, Arts and Sciences, UW Seattle
Education: PhD, University of California, Berkeley, 2004; MA, University of California, Berkeley, 1998; BA, Western Washington University, 1995

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1

Research Specialization: Native family and social issues in US and Canada; Native education in US and Canada; American Indian and Canadian Indigenous literatures; interdisciplinary research

Canadian Content Courses Taught: AIS 270: Native Peoples of the Pacific NW; AIS 340: Indian Children and Families; AIS 378: American Indian Lit; AIS 451: Critical American Indian Studies

Percentage of Time Dedicated to Teaching/Research on Canada: 50%

Recent Publications with Canadian Content:

Million, D. *Indigenous Matters in Gender: Matter.* Macmillan Interdisciplinary Handbooks. Farmington Hills, MI: Macmillan Reference USA, 2017.

Million, D. "There is a River in Me: Theory from Life." *Native Studies*. Duke University Press, 2014.

Million, D. *Speaking Psychotherapeutic Narratives in an Era of Indigenous Human Rights*. Toronto Press, 2013.

Million, D. "Intense Dreaming: Theories, Narratives and Our Search for Home." *American Indian Quarterly*, 2011.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Ontario, Yukon.

Co-Chair, The Living Breath of Wəłəbʔaltxʷ: Indigenous Ways of Knowing Cultural Food Practices and Ecological Knowledge Symposium, March 2013-present.

Presentation, "Research Directions in Testimony and Testimonial Discourse," Western Ontario U, 2014.

Participant, "Living Together Differently: Indigenous-Settler-Migrant Relations in Canada and Aotearoa, New Zealand," International Research Linkage Workshop, Bellingham, WA, 2011.

Paper, "Neoliberalism and First Nations Sovereignty: Canadian Paradigms for Governance," Indigenous-Settler-Migrant Relations in Canada and Aotearoa, Workshop, 2011.

Government of Canada Research Grant, "Reconciling Canada: Truth Commissions and Aboriginal Reparations," Canadian Studies Center, \$2,000, 2010-11.

Theses/Dissertations Supervised in the Last 5 Years: n/a

MONTGOMERY, SCOTT, Affiliate Faculty, JSIS, College of Arts and Sciences, UW Seattle

Education: MA, Cornell University, 1978; BA, Knox College, 1973

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3, German-2, Japanese-2

Research Specialization: contemporary energy geopolitics; nuclear power and non-proliferation; energy realities and options in the Arctic; history of science in non-western cultures

Canadian Content Courses Taught: ARCTIC 200: Indigenous Diplomacies and International Relations in the Arctic; JSIS B361: The Geopolitics of Language; JSIS B357: The Geopolitics of Energy

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Montgomery, S. and T. Graham. *Seeing the Light: The New Nuclear Era of the 21st Century*. New York: Cambridge University Press, 2017.

Montgomery, S. "Why Americans will never agree on drilling in the Arctic National Wildlife Refuge." *The Conversation*, 2017.

Montgomery, S. and A. Kumar. *A History of Science in World Cultures*. London: Routledge, 2015.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia, Ontario, Québec, Saskatchewan.

Interview, "The Arctic Road to Tuk and the Prospect of Beaufort Sea Drilling," Canadian Broadcasting Corp., TV, November 19, 2017.

Interview, "Is the New Road Worth It, Given Ban on Arctic Drilling?" CTV Morning News, 2017.

Theses/Dissertations Supervised in the Last 5 Years: 17

NASH, LINDA, John Calhoun Smith Memorial Endowed Professor and Director for the Study of the Pacific Northwest, Department of History, College of Arts and Sciences, UW Seattle

Education: PhD, University of Washington, 2000; MA, University of California, 1989; BA, Stanford University, 1984

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a

Research Specialization: history of the North American west; environmental history of Canada and US; 20th century US culture

Canadian Content Courses Taught: HSTAA 221 A: Environmental History of the US; HSTRY 498 B: Colloquium in History

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Nash, L. "Environments of Disease." *Oxford Handbook of Environmental History*. Ed. A. Isenberg, New York: Oxford University Press, 2010.

Linda, N., and C. Johnson. *Turn on the Sunshine: A History of the Solar Future*. University of Washington Press, 2010

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia.

Managing Editor, *Pacific Northwest Quarterly*, Department of History, UW Seattle, present.

Presentation, Putting People in Their Place: Seattle's environmental history, UW, 2016.

Grant, National Endowment for the Humanities, \$50,400, 2016.

Lecture presentation, "The Materials of Imperialism: Engineering Arid Landscapes in Washington's Columbia Basin and Afghanistan's Helmand Valley," 2016.

Presentation, "Reversing the Flow: Big Dams, Power, People in Global Perspective," conference on historical and cultural contexts of world dams, Center for Columbia River History, Vancouver, Washington, 2009.

Western Association of Women Historians Sierra-Keller Book Prize, 2007.

Presentation, "Approaches to Environmental History," Rethinking Nature and Identity Conference, UW Institute for Transnational Studies, 2001.

Grant, environmental history of San Juan Island National Park, includes Canadian content, US National Park, 2000.

Theses/Dissertations Supervised in the Last 5 Years: 2

OZUBKO, CHRISTOPHER, Professor, School of Art, Art History and Design, UW Seattle

Education: MFA, Cranbrook Academy of Art, 1981; BFA, University of Alberta, 1977

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Italian-1

Research Specialization: typography and design history; international design education

Canadian Content Courses Taught: DESIGN 208: Survey of Design History; DESIGN 365: Developing Solutions in Design; DESIGN 370: Introduction to Motion Design

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Many works published in major design magazines and exhibited in Canada, Czech Republic, Finland, France, Germany, Japan, Poland, and the US.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia.

Grant Development, Endowed Graduate Support Fund, 2014-present.

Wyckoff Milliman Endowed Chair in Art, 1996-present.

Faculty led, Study-in-Canada Course, Emily Carr University of Art + Design on Granville Island, 2010.

Field Course Grant, "Cross-Border Design Exposure-Facilitating Academic and Professional Interchange with the Emily Carr University, Vancouver," Canadian Studies Center, UW, \$1,200, 2009-10.

Theses/Dissertations Supervised in the Last 5 Years: 6

PAUN, DOROTHY, Associate Professor, School of Environmental and Forest Sciences, College of the Environment, UW Seattle

Education: PhD, U of Oregon, 1993; MBA, U of Leuven, 1984; BS, University of Wisconsin, 1982

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a

Research Specialization: financial statement analysis and performance review of the Canadian and US paper industry; finance, accounting, marketing, and management from forest products perspective

Canadian Content Courses Taught: CFR 519: Conducting and Publishing an Industry Performance Review; ESRM 320: Marketing and Management from a Sustainability Perspective; ESRM 321: Finance and Accounting from a Sustainability Perspective

Percentage of Time Dedicated to Teaching/Research on Canada: 55%

Recent Publications with Canadian Content:

Paun, D., S. Bray, T. Yamaguchi, and S. You. "A Sustainability Performance Assessment Tool: The SPA System." *Journal of Sustainability Education*, Volume 12, 2016: 1-20.

Paun, Dorothy, et al. "Quantitatively Measuring Sustainability Performance Using 91 Global Reporting Initiative Sustainability Measures." 2015.

Paun, D. *Toward a Unified Theory of Sustainability Performance*. Proceedings of the Ninth Annual Teaching and Learning Symposium. University of Washington Press, 2013.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia.

Presentation, "Using Global Reporting Initiative Principles and Measures for Assessing Sustainability Performance," Sustainable International Development Colloquium, 2015.

Presentation, "Mindfulness, Sustainability, and the Environment," Mindfulness Project, 2015.

Presentation, "Planet, People, and Profit: Triple Bottom Line Sustainability," Nosh, 2014.

Presentation, "Environmental Stewardship, Social Equity and Corporate Profitability: Siblings or Strangers?" UW SEFS Seminar Series, 2013.

Theses/Dissertations Supervised in the Last 5 Years: 8

PAVIA, ROBERT, Affiliate Associate Professor, School of Marine and Environmental Affairs, College of the Environment, UW Seattle

Education: PhD, UW, 1989; MS, Oregon State University, 1979, BS, University of Rhode Island, 1976

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a

Research Specialization: risk communication during emergencies; application of science to decision making; risks to marine systems of spills involving unconventional oils

Canadian Content Courses Taught: ARCTIC 391/JSIS 391/HONORS 394: Climate Change – An International Perspective: Science, Art and Activism

Percentage of Time Dedicated to Teaching/Research on Canada: 35%

Recent Publications with Canadian Content:

Pavia, R., et al. "Methods for Communicating the Complexity and Uncertainty of Oil Spill Response Actions and the Tradeoffs Associated with Various Response." *Coastal Response Research Center*, 2014.

Pavia, R., et al. "White Paper: Engaging the Stakeholder Community in Oil Spill Preparedness and Response." *Coastal Response Research Center*, Univ. of New Hampshire. 2014.

Pavia, R., et al. "Transporting Alberta Oil Sands Products: Defining the Issues and Assessing the Risks." U.S. Dept. of Commerce, *National Oceanic and Atmos.* Seattle, WA, 2013.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Ontario, Québec.

Deputy Chair and Member, Federal Interagency Joint Analysis Group for the Deepwater Horizon oil spill, review and analysis of deep subsurface dispersed oil transport and fate, 2010-present

Member, Skagit County, Washington to understand the outcomes of oil refinery operational expansion and vessel traffic in the Salish Sea, Skagit County, 2017.

Faculty advisor to School of Marine and Environmental Affairs Keystone projects, 2011-12.

Theses/Dissertations Supervised in Last 5 Years: 4

RAFTUS, DEBORAH, Librarian, Romance Languages and Literatures, UW Libraries, UW Seattle
Education: MLIS, University of Washington, 2005; MA, Middlebury College, 2003; BA, University of Vermont, 1996

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3, Italian-1, Spanish-2

Research Specialization: research skills and information literacy in Romance Languages and Literatures; Québécois studies

Canadian Content Courses Taught: n/a

Percentage Teaching/ Research Dedicated to Canada: 25%

Recent Publications with Canadian Content:

Raftus, D. and K. Collins. "Collection Management and Development Section." *Library Collections and Technical Services*, forthcoming.

Raftus, D. and J. Staiger. *Sudden Selector's Guide to Romance Languages and Literatures*. Chicago: Collection Management and Development, Library Collections and Technical Services, forthcoming.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Nova Scotia, Québec.

Member, Collection Development Working Group, the Collaborative Initiative for French Language Collections, Global Resources Network of the Center for Research Libraries, 2012-present.

Chair, Collection Development Working Group, Collaborative Initiative of French Language Collections (CINFAL), Center for Research Libraries, 2013-2016.

Theses/Dissertations Supervised in the Last 5 Years: n/a

REID, JOSHUA L., Associate Professor, Department of History, College of the Arts and Sciences, UW Seattle

Education: PhD, U of California Davis, 2012; MA, U of California Davis, 2003; BA, Yale U, 1999

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a

Research Specialization: American Indians; identity formation; cultural meanings of space and place; the American and Canadian Wests; the environment

Canadian Content Courses Taught: AIS 311: Indigenous History and Environment of the Salish Sea; HSTAA 490: Topics in American History; HSTAA 209: The Unsettling of the Red Continent; HSTAA 308: American Indians and The Environment; HSTCMP 212: Indigenous Leaders and Activists; HSTAA 210: Inconvenient Indians and the "American Problem;"

Percentage of Time Dedicated to Teaching/Research on Canada: 35%

Recent Publications with Canadian Content:

Reid, J. L. *The Sea is my Country: The Maritime World of the Makahs*. Yale University Press, 2015.

Reid, J. L. "Indigenous Power in The Comanche Empire." *History and Theory*, 52.1, 2013: 54-59.

Reid, J. L. "Articulating a Traditional Future: Makah Sealers and Whalers, 1880-1999." In *Tribal Worlds*, Albany: State University of New York Press, 2013: 163-184.

Reid, J. L. "Professor Igloo Jimmie and Dr. Boombang Meet the Heathens: Indigenous Representations and the Geography of Empire at the Alaska-Yukon-Pacific Exposition." *Pacific Northwest Quarterly*, 101.3/4, 2010: 109-125.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia.

Lecturer, Speaking Truth to Power: Protest and Dissent in Modern History, History Lecture Series, UW, Spring Quarter 2018.

Field Study, Racquel West, Aotearoa/New Zealand, traveled with 15 students and 2 other faculty, discourses, decolonized government institutions, and societal perspectives, Fall 2017.

Award Recipient, Sally and Ken Owens Award, best book on the history of the Pacific West, 2017.

Panel Participant, "Why Race Matters: U.S. Politics in the 2016 Elections," 2016.

Theses/Dissertations Supervised in the Last 5 Years: 3

ROMAINE, SIÛN, Librarian, Canadian Studies, UW Libraries, UW Seattle

Education: MAS, University of British Columbia, 2002; MLIS, University of British Columbia, 2001;
BA, University of British Columbia, 1999

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-2

Research Specialization: Canadian studies; Canada's aboriginal peoples (First Nations, Inuit, Métis);
Arctic and Northern studies

Canadian Content Courses Taught: n/a

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content: n/a

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia, Ontario, Québec, Yukon.

Periodical Updater, articles from academic, popular, and special-interest Canadian periodicals, 1972 to present, Canadian encyclopedia, Online encyclopedia contains over 20,000 articles on all aspects of Canada, 2006-present.

Author, "News from UW Libraries Canada Collection," Canadian Studies Center e-report, 1999-present.

Interim Vice-President, Association of Librarians of the UW, 2012.

Library Support Grant, Government of Canada, \$2,500, 2011-2012.

Library Support Grant, Government of Canada, \$2,500, 2010-2011.

Canadian Studies Library Support Program, Foreign Affairs and International Trade, \$2,500, 2009-2010.

Theses/Dissertations Supervised in the Last 5 Years: n/a

SMITH, MAYA, Associate Professor, Department of French and Italian Studies, College of Arts and Sciences, UW Seattle

Education: PhD, University of California, Berkeley, 2013; MA, New York University, 2005; New York University, BA, 2004

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3

Research Specialization: African diaspora studies, French/Francophone studies, applied linguistics, second language acquisition, sociolinguistics, identity studies, discourse analysis, and critical race theory

Canadian Content Courses Taught: FRENCH 320 A: French Language and Identity; FRENCH 448
Cultures of Franco-America

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Smith, M. *Senegal Abroad: Linguistic Borders, Racial Formations, and Diasporic Imaginaries*, University of Wisconsin Press, forthcoming 2018.

Academic Experience, Canada Experience, Distinctions:

Award Recipient, UW Royalty Research Fund, University of Washington, 2018.

Member, UW Simpson Center for the Humanities Society of Scholars.

Conference, "Language Ideologies and Multilingual Identity Formation in a French Heritage Language Program," NHLRC Third International Conference, UCLA, 2018.

Symposium, "A Dialogue with Stuart Hall: Transnational, Diasporic, and Linguistic Identities," Women Investigating Race, Ethnicity, & Difference, University of Washington, 2014.

Theses/Dissertations Supervised in the Last 5 Years: 6

STERN, HARRY L., Mathematician, Polar Science Center, Applied Physics Laboratory, UW Seattle

Education: MS, University of Washington, 1982; BS, Stanford University, 1980

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-2

Research Specialization: Monitoring of Arctic sea ice using satellites; habitat of polar bears and narwhals in Baffin Bay

Canadian Content Courses Taught: n/a

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Stern, H.L., et al, "A Meteoric Water Budget for the Arctic Ocean." *Journal Geophysical Research*, 2017.

Stern, H.L., et al, "Decadal Shifts in Autumn Migration Timing by Pacific Arctic Beluga Whales Are Related to Delayed Annual Sea Ice Formation." *Global Change Biology*, 23, 2017: 2206-2217.

Stern, H.L., et al., "Harvesting Wildlife Affected by Climate Change: A Modeling and Management Framework for Polar Bears." *Journal of Applied Ecology*, 2017.

Stern, H.L., et al, "Conservation Status of Polar Bears (*Ursus Maritimus*) in Relation to Projected Sea-ice Declines." *Biology Letters*, 2016.

Stern, H.L. Polar maps: "Captain Cook and the Earliest Historical Charts of the Ice Edge in the Chukchi Sea." *Polar Geography*, 39:4, 2016: 220-227.

Stern, H.L., and K.L. Laidre, "Sea-ice Indicators of Polar Bear Habitat." *The Cryosphere*, 2016.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Newfoundland, Nunavut.

Member, Polar Bear Specialist Group of the International Union for Conservation of Nature, 1987-current.

Community Outreach, Polar Science Weekend, Pacific Science Center, 2009-2017.

Newspaper Interview, Nature, The Washington Post, The Daily Mail (UK), The Seattle Times, with K. Laidre, for their publications on Arctic Polar Bears, 2016.

Presentation, "Sea Ice in the Western Portal of the Northwest Passage from 1778 to the 21st Century" oral presentation at the Washington State History Museum, Tacoma, WA, October 17, 2015.

Committee Member, FLAS Fellowship, CSC, UW, 2014-2015.

Theses/Dissertations Supervised in the Last 5 Years: n/a

TAYLOR, QUINTARD, Professor Emeritus, School of American History, College of American Ethnic Studies, UW Seattle

Education: PhD, University of Minnesota, 1977; MA, University of Minnesota, 1971; BA, Saint Augustine's College, 1969

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a

Research Specialization: African American history in the American West, history of African American urban housing.

Canadian Content Courses Taught: HSTAA 313 African Americans in the American West

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Taylor, Q. "On the Importance of Critical Thinking and Skepticism in History," *The Human Prospect*, Vol. 6, 1, 2016.

Taylor, Q. "The People of Seattle: Race Migration, and Immigration, 1851-2015," *Pacific Northwest Quarter*, Special Issue, 2017:1, 2016.

Academic Experience, Canada Experience, Distinctions:

Lecture, "The Peopling of Seattle: Race, Migration, and Immigration, 1851-2015," The Annual Alumni Lecture Series, University of Washington, 2016.

Presentation, "How to Build Influential Digital History Projects and the Seattle civil Rights and Labor History Project." University of Washington, 2011.

Theses/Dissertations Supervised in the Last 5 Years: n/a

UPDEGRAVE, CYNTHIA, Lecturer, Department of American Indian Studies, UW Seattle
Education: MA, University of Washington, 2007, CE, Restoration Ecology, 2005, BA Botany, University of Washington, 1994; BA, Philosophy, West Chester University, 1991
Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a
Research Specialization: creative leadership in interdisciplinary classrooms; field teaching and curriculum development focused on environmental history; urban land use issues; restoration ecology; Pacific Northwest seismic history, ecology and biogeographical aspects
Canadian Content Courses Taught: AIS 275: Introductory Topics in American Indian and Indigenous Studies; AIS 475 A: Research Topics in American Indian and Indigenous Studies
Percentage of Time Dedicated to Teaching/Research on Canada: 70%
Recent Publications with Canadian Content: n/a
Academic Experience, Canada Experience, Distinctions:
 Research travel to British Columbia, Ontario.
 Field Study, Tribal Canoe Journey Field Study, British Columbia, UW Seattle, Summer Quarter 2017.
 Co-PI, Canadian Museum of History, Virtual Exhibit Project, "Changing Perspectives: Exploring Knowledge and Encounters during the Vancouver Voyages," March 2018.
 Delegate, Truth and Reconciliation Policy Forum, Simon Fraser University, March 2018.
 Delegate, The Living Breath Indigenous Foods and Ecological Knowledge Symposium, May 2017.
 Field Study, Tribal Canoe Journey Field Study, British Columbia, UW Seattle, 2016.
Theses/Dissertations Supervised in the Last 5 Years: n/a

WAGNER, FRITZ, Research Professor Emeritus, Department of Urban Design and Planning, College of Built Environments
Education: PhD, University of Washington, 1974; MSc, University of Washington, 1970; BSc, Michigan State, 1964
Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1
Research Specialization: land use/legal aspects of urban planning to health policy across urban and rural communities; comparative urban planning in Canada, US, and Mexico
Canadian Content Courses Taught: L ARCH 495: Landscape Architectural Studies Abroad: Comparative Urban Planning and Design, Québec, Canada and the US
Percentage of Time Dedicated to Teaching/Research on Canada: 35%
Recent Publications with Canadian Content:
 Wagner, F. *Transforming Distressed Global Communities: Making Inclusive, Safe, Resilient, and Sustainable Cities*. Ashgate Publishing Company, Burlington, 2015.
 Wagner, F. and R. Caves. *Creating Livable Communities*. Routledge Press, 2012.
 Wagner, F., M. Carrier and R. Cabana. *Revitalisation des Quartiers Centraux et Historiques en Amérique du Nord*. Québec City, QC: Université Laval, 2012.
Academic Experience, Canada Experience, Distinctions:
 Research travel to Alberta, British Columbia, Manitoba, Ontario, Québec, Saskatchewan.
 Faculty-led Course, LARCH 495A/URBDP 496C/598C: Canada field study, Québec, Summer 2017.
 Presentation and Discussion, Planning Issues within the United States and Canadian Context, Laval University, Québec, March 2015.
 Adjudication Committee, Killam Fellowships Programs, Fulbright Canada, 2014-15.
 Invited Speaker, rebuilding cities after a disaster, Université Laval, Québec City, Jan 2014.
 Co-P-I, Québec and Nunavik Arctic Policy Symposium, Government of Québec, \$25,000, 2012-14.
 Co-P-I, Task Force on Arctic Security Professor, Government of Québec, \$20,000, 2013-14.
 Adjudicator, Killam Foundation, Ottawa, 2012-13.
 Presentation, "Travels Across the Medicine Line," Kentridge High School, Kent, December 2011.
 Faculty led, Study-in-Canada Course, URBDP 498 Summer Course to French Canada, June 2011.
 Lecture, "The Cultural Context of Urban Planning and Design," Université Laval, Québec City, 2009.
Theses/Dissertations Supervised in the Last 5 Years: 6

WATTS, RICHARD, Associate Professor, Department of French and Italian Studies; Chair and Director, Canadian Studies Center, Jackson School of International Studies, UW Seattle
Education: PhD, Yale University, 1998; BA, University of California, Santa Barbara, 1989
Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3, Spanish-2
Research Specialization: colonial and postcolonial Francophone literatures and cultures; environmental humanities

Percentage of Time Dedicated to Teaching/Research on Canada: 75%

Canadian Content Courses Taught: FRENCH 228/LIT 228: The Water Crisis in Literature and Cinema; FRENCH 304: Issues and Perspectives in French and Francophone Studies; FRENCH 306: Texts and Traditions II; FRENCH 470: Cinema; FRENCH 472: Translation Theory and Practice

Recent Publications with Canadian Content:

Watts, R. *Water Narratives: Imagining Global Environmental Change in the Francophone Post/Colonial World*, forthcoming.

Watts, R. "Floating Signifiers: Cruise Ships and the Memory of Other Voyages." *Journal of Romance Studies*. Vol. 14, no. 2, 2014: 78-90.

Watts, Richard. "Francophone Postcolonial Studies With(out) Ecocriticism." *Bulletin of Francophone Postcolonial Studies* 1.2, 2010: 1-2.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia, New Brunswick, Ontario, Québec.

Chair, Department of French and Italian Studies, College of Arts and Sciences, UW Seattle, 2012-17.

Panel Chair, "Architecture, Space and Literature II," Pacific Ancient and Modern Languages Association, Honolulu, HI, November 2017.

Faculty Seminar, NEH Summer Institute. "City/Nature: Urban Environmental Humanities at UW, 2017.

Fellowship, Co-director, National Endowment for the Humanities Summer Institute, \$179,256, 2017.

Invited Lecturer, "The Environmental Humanities and the Concept of 'Ecosystem Services' Water and Human Settlements—UN World Water Week conference. U of Cincinnati, August 29-30, 2017.

Resource Sharing Across Departmental Modern Language PhD Programs, Simpson Center for the Humanities, 2017.

Faculty lead, UW study abroad in Québec feasibility study, Université de Laval, Québec, February 2017.

Study Abroad, Ecology and Empire: Language, Culture and Environment in Martinique, Summer 2015.

Invited Lecturer, "Tropics of the Tropics: Literary 'Nature' in Martinique from Négritude to Créolité." Centennial Filiations: Theory, Aesthetics, and Politics of Literary and Cinematic Fiction, University of New Mexico, March 2015.

Participant in "Digital Humanities for Deans and Chairs" workshop, University of Victoria, June 2-6, 2014

Participant in "Teaching French Language with Cinema" workshop coordinated by French Cultural Studies at University of Washington, May 14, 2014.

Symposium, "Water (Crisis) and Dreams: Nature Tropes in a Time of Global Environmental Change." Mellon Symposium on Climate Change, Global Health, and Risk. UW, April 18, 2014.

Professional Development, Participant, DH for Deans and Chairs workshop, University of Victoria, 2014. Seminar, "Cinema in the Language Class," UW, 2014.

Language Pedagogy Webinar Series, L'Education Nationale, 2013-14.

Presentation, "The Poetics of Water Politics: Practicing the Environmental Humanities in the French Caribbean." Bryn Mawr College, April 18, 2013.

Participant in quarter-long pedagogical training for teaching French at 100 level, led by Hedwige Meyer, University of Washington, Winter 2013.

National Endowment for the Humanities, Summer Stipend, 2011.

Research Fellow, UW Simpson Center for the Humanities, 2009-10.

Theses/Dissertations Supervised in the Last 5 Years: 9

WILCOCK, WILLIAM, Professor, School of Oceanography, UW Seattle

Education: PhD, Massachusetts Institute of Technology/Woods Hole Oceanographic Institution, 1992;
MS, Imperial College, London, 1986; BA, Cambridge University, 1985

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a

Research Specialization: Use of seismic observations and numerical modeling to understand submarine volcanoes and mid-ocean ridge hydrothermal systems

Canadian Content Courses Taught: OCEAN 410: Marine Geology and Geography; OCEAN 545
Oceanic Lithosphere

Percentage of Time Dedicated to Teaching/Research on Canada: 35%

Recent Publications with Canadian Content:

Wilcock, W. S. D., M. Tolstoy, F. Waldhauser, C. Garcia, Y. J. Tan, D. R. Bohnenstiehl, J. Caplan-Auerbach, R. P. Dziak, A. Arnulf, M. E. Mann. "Seismic constraints on caldera dynamics from the 2015 Axial Seamount eruption." *Science*, 354, 1395-1399, 2016.

Wilcock, W. S. D., "Tracking fin whales in the northeast Pacific Ocean with a seafloor seismic network," *J. Acoust. Soc. Am.*, 132, 2408-2419, 2012.

Soule, D. C., and W. S. D. Wilcock (2012), "Analysis of fin whale tracks using vocalizations recorded by a seismic network at the Endeavour Segment of Juan de Fuca Ridge, N. E. Pacific Ocean" *J. Acoust. Soc. Am.*, 133, 1751-1761, 2013.

Academic Experience, Canada Experience, Distinctions:

Lecturer, Sound Waters: one-day university for all, February 2014.

Participant, 2-day COMPASS science outreach training, Fall 2013.

Theses/Dissertations Supervised in Last 5 Years: 7

WILDERMUTH, TODD A., Director, Environmental Law Initiatives, School of Law, UW Seattle

Education: PhD, University of Illinois, Urbana-Champaign, 2008; MS University of Illinois, Urbana-Champaign, 1999; BS, Northwestern University, 1997

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1, Danish-1

Research Specialization: environmental planning and permitting; climate change communications; environmental justice; comparative legal studies of Canada and US

Canadian Content Courses Taught: ENVIR 495C: Environmental Planning and Permitting; ENVIR 497B: (Un)Making a Green Argument

Percentage of Time Dedicated to Teaching/Research on Canada: 45%

Recent Publications with Canadian Content:

Wildermuth, T. "David R. Boyd – Environmental Law in Canada." *CSC Newsletter*. Seattle: CSC, 2013.

Wildermuth, T. "Tar Sands? Oil Sands? Two of U.W. Delegate Travel to Northern Alberta." *Canadian Studies Center Newsletter*. October 2012.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia, Ontario.

Faculty lead, Canadian visiting lecturer to the UW School of Law Global Speaker Series, 2012-2015.

Delegate, Northern Studies Field Tour, Pacific Northwest Canadian Studies Consortium and Canadian Studies Center, July 21-28, 2013.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2014-15.

Delegate, Energy and Environment Study Tour to Alberta, sponsored by Canadian Consulate and the Government of Alberta, August 28-30, 2012.

Theses/Dissertations Supervised in Last 5 Years: 2

WILLSON, MARGARET, Affiliate Associate Professor, Anthropology, Arts and Sciences, UW Seattle
Education: PhD, London School of Economics, 1989; MPhil, London School of Economics, 1985; MA, Western Washington University, 1982; BA, Western Washington University, 1980

Foreign Language Competence: French-1, Icelandic-2, Mandarin-1, Mongolian-1, Portuguese-3, Scots Gaelic-1, Spanish-1, Tok Pisin (Papua New Guinea)-1

Research Specialization: subsistence in coastal communities; fishery politics and practices; gender and sexuality; constructions of inequality; the Arctic and Polar regions including Iceland and Canada

Canadian Content Courses Taught: n/a

Percentage of Time Dedicated to Teaching/Research on Canada: 35%

Recent Publications with Canadian Content:

Willson, M. and H. Tryggvadóttir. *Recognized Seaworthy: Resistance and Transformation among Icelandic Fisher Women*. New York: Berghahn Books, forthcoming.

Willson, M. *Seawomen on the Edge*, University of Washington Press, 2016.

Willson, M. and B. Gunnlaugsdóttir. *Canary in the Global Coalmine: How Neoliberals Cause the Icelandic Meltdown*. Boulder: University of Colorado Press, 2014.

Willson, M. "Icelandic Fisher Women's Experience: Implications, Social Change, and Fisheries Policy." *Ethnos: Journal of Anthropology*, 2013.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia, Newfoundland.

Delegate, Faculty Field course, Vancouver and Prince George, B.C., Pacific Northwest Canadian Studies Consortium, July 2013.

Grant, for fieldwork on commercial fisherwomen in Iceland, National Geographic Society, 2012-13.

Thesis/Dissertations Supervised in Last 5 Years: n/a

WOODGATE, REBECCA, Senior Principal Oceanographer, Polar Science Center, Applied Physics Laboratory and Associate Professor, School of Oceanography, UW Seattle

Education: PhD, University of Oxford, 1994; BA, University of Cambridge, Christ's College, 1990

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-2, German-3, Inupiat-1

Research Specialization: physical oceanography, specializing in polar research; circulation of Arctic Ocean; interactions between sea-ice and the ocean; role of polar oceans in climate

Canadian Content Courses Taught: OCEAN 482: The Changing Arctic; OCEAN 235: Arctic Change

Percentage of Time Dedicated to Teaching/Research on Canada: 80%

Recent Publications with Canadian Content:

Woodgate, R.A. and P. Ferriz. "Seasonal and Inter-Annual Variability of Pan-Arctic Surface Mixed Layer Properties from 1979 to 2012 from Hydrographic Data." *Progress in Oceanography*, 2015.

Woodgate, R.A., et al. "Arctic Freshwater Export: Status, Mechanisms, and Prospects." *Global and Planetary Change*, 125(0), 2015: 13-35.

Woodgate, R.A., et al. "On the Flow Through Bering Strait: A Synthesis of Model Results." *Springer, Dordrecht*, 2014: 167-198.

Woodgate, R.A., "Arctic Ocean Circulation—Going Around at the Top of the World." invited paper for Nature Education Knowledge Project, 2013.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia, Nova Scotia, Nunavut, Ontario, Québec, Saskatchewan.

Committee Member, Instigator of UW focus on prevention of harassment in fieldwork, 2016-present.

Chair, "Polar Fridays", a campus wide Polar Brown Bag Lunch meeting, 2015-present.

Member, UW Future of Ice Task Force and UW Arctic Minor Committee, 2012-present.

Co-Chair, Minor in Arctic Studies, CSC, 2012-present.

Steering Committee, Arctic Research Fellows, CSC, 2012-present.

Panel Member and Speaker, UW School of Oceanography Search Committee, Panel by the Executive Office of the President, Develop of a conceptual model of the Arctic Marine Ecosystem, 2013

Theses/Dissertations Supervised in the Last 5 Years: 4

WRIGHT, ROBIN K., Professor, School of Art, Division of Art History, Art History and Design
Education: PhD, University of Washington, 1985; MA, University of Washington, 1977; BA, University of Washington, 1971

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1

Research Specialization: Native American; First Nations; Haida art and history

Canadian Content Courses Taught: ANTH 331/ART H 331: Native Art of the Pacific Northwest Coast; ART H 434: Art and Ceremony in Northwest Coast Native Art; ART H 520A: Topics in Tribal Art; ART H 533: Seminar in North American Native Art

Percentage of Time Dedicated to Teaching/Research on Canada: 50%

Recent Publications with Canadian Content:

Wright, R. *Charles Edenshaw*. Blackdog Publishers and Vancouver Art Gallery, 2013.

Wright, R., K. Bunn-Marcuse, eds. *In the Spirit of the Ancestors: Contemporary Northwest Coast at the Burke Museum*. Seattle: Bill Holm Center and University of Washington Press, 2013.

Academic Experience, Canada Experience, Distinctions:

Research travel to Alberta, British Columbia, Manitoba, Ontario, Québec.

Faculty lead, Gwaii Haanas: A Place of Wonder, Summer Field Course, Gwaii Haanas, British Columbia, Summer Quarter, 2012-present.

Emerita Director, Bill Holm Center for the Study of Northwest Coast Art at the Burke Museum of Natural History and Culture, UW Seattle.

Emerita Curator, Burke Museum of Natural History and Culture, UW Seattle.

Cultural Ambassador Award, City of Seattle, 2016.

Grant, National Endowment for the Arts, to enhance Coast Salish educational resources, \$30,000, 2012-13.

Theses/Dissertations Supervised in the Last 5 Years: 8

YEE, SHIRLEY J., Professor, Department of Gender, Women, and Sexuality Studies, College of Arts and Sciences, UW Seattle

Education: PhD, Ohio State University, 1987; MA, Ohio State University, 1983; BA, University of Scranton, 1981

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a

Research Specialization: North American women's history; African-American and Canadian history; race, gender, and class in North America; social history

Canadian Content Courses Taught: GWSS 251: Introduction to Gender and Popular Culture; HSTAA 374/GWSS 384: Social History of American Women in the 20th Century

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Yee, S. *An Immigrant Neighborhood: Interethnic and Interracial Encounters in New York before 1930*. Philadelphia: Temple University Press, 2011.

Yee, S. *Gender Ideology and Black Women as Community-Builders in Ontario, 1850-70*. University of Illinois Press, 2006.

Academic Experience, Canada Experience, Distinctions:

Research travel to British Columbia, Ontario.

Committee Member, Museology Interdisciplinary Faculty Group, UW, 2007-present.

News Article, GWSS Chair and Professor, "Feminism is the word of the year. Should we be celebrating?" *Seattle Times*, December 2017.

Co-Chair, "Testing Boundaries, Reaching for Change, Pacific Northwest Women and the Law," *Pacific Northwest History Conference*, Spokane, Washington, 5 November 2010.

Conference Member, "Where Do We Go from Here?" Roundtable discussion on the future of women's history in the northwest, Pacific Northwest History Conference, 2010.

Theses/Dissertations Supervised in the Last 5 Years: 2

YOUNG, JASON, Senior Research Scientist, Technology and Social Change Group, Information School, UW Seattle

Education: PhD, University of Washington, 2017; MA, UW, 2012; BA, Miami University, 2009

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Inuktitut-1, Spanish-2

Research Specialization: geographic information systems; Indigenous studies, research methods

Canadian Content Courses Taught: CHID 480: Arctic Encounters: Indigeneity, Environmentalism and the Politics of Knowledge; GEOG 465: GIS Database and Programming; ARCTIC 200 Indigenous Diplomacies and International Relations (in development)

Percentage of Time Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Fabbi, N., J. Young and E. Finke. (2017). *Ukiuqta'qtumi-Hivuniptingnun: One Arctic, One Future*, Canadian Arctic Resources Committee.

Young, J. C. "Making Indigenous Consultation Meaningful Within the Arctic Council." *Arctic and International Relations Series*, University of Washington Press, 2016.

Young, J. C. and M.P. Gilmore, "The Maijuna Participatory Mapping Project: Mapping the Past and the Present for the Future." Maijuna, *The Field Museum*, 2010.

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, Avatimik Kamatsiarniq, Inuit, Climate Change, and Digital Environmentalism, Annual meeting of the Association of American Geographers, San Francisco, 2016.

Symposium, Qanuqtuurunnarniq, Area Studies, Indigenous Ways of Knowing, and Digital Opportunities, Area Studies and Indigenous Ways of Knowing Graduate Fellows, 2015.

Arctic Fellow, International Policy Institute, Jackson School of International Studies, Spring 2016.

Paper Presentation, Iglulingmunngaulauqtunga: Experiences in the Arctic. Annual meeting of the Pacific Northwest Canadian Studies Consortium, UW, 2015.

FLAS Fellow, Inuktitut, 2014-16.

Theses/Dissertations Supervised in the Last 5 Years: n/a

ZEICHNER, KEN, Boeing Professor of Teacher Education, College of Education, UW Seattle

Education: PhD, Syracuse University, 1976; MA, Syracuse U., 1970; BA, Temple University, 1969

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-3, Portuguese-3, German-3, French-3

Research Specialization: policies related to teacher education

Canadian Content Courses Taught: EDC&I 505: Seminar in Curriculum and Instruction

Percentage of Time Dedicated to Teaching/Research on Canada: 50%

Recent Publications with Canadian Content:

Zeichner, K. "Developing Teachings and Teaching in Canada: Policies and Practices in Alberta and Ontario," *Jossey-Bass*, San Francisco, Forthcoming 2018.

Zeichner, K. and C. Sandoval, "Venture Philanthropy and Teacher Education Policies in the US: The Role of the New Schools Venture Fund," *Teachers College Record*, 2015.

Zeichner, K. and M.A. Moreria. "Children of a Lesser God: Linguistic Diversity and Social Justice in teacher Education, *Edicoes Pedage*, Portugal, 2014.

Academic Experience, Canada Experience, Distinctions:

Presentation, "Are Fast Track Teacher Education Programs a Solution to Teacher Shortages and Problems of Teacher Quality," Comparative and International Education Society, Vancouver Canada, 2016.

Fellowship, "Stanford University, Center for Education and the Economy, \$25,000 awarded, 2013-2015.

Theses/Dissertations Supervised in the Last 5 Years: 6

PROFESSIONAL STAFF RELEVANT TO THE TRAINING PROGRAM

ANDERSON, JAMES, Fiscal Specialist II, appointed 2016, 1 FTE

Education: A.A., Accounting, North Seattle College, 2010; B.A., Sociology, Saginaw Valley State University, 1985

Professional Experience: 3 years of Travel and Payables with UW and 3 years as manager at Seattle Central College

Canadian Travel: Ontario

Contributions to Strength of Program: review requests for completeness, accuracy, and compliance with regulations; process e-reimbursements, non-PO invoices, e-travel requests, purchase orders, check requests, cash transmittals, gift transmittals, expense transfers, journal vouchers; track and calculate balances on budgets, reconcile budgets; liaise with central departments to ensure proper processing for transactions in JSIS

AYDELOTT, JENNIFER, Senior Director of Advancement, Social Sciences, College of Arts and Sciences, appointed 2013, 1 FTE

Education: M.A., Public Administration, Seattle University, 1997; B.A., Communication and History, UW, 1993

Professional Experience: 5 years of Advancement at UW; 16 years of Advancement at Seattle Art Museum; 2 years of Advancement at UW Medical School

Canadian Travel: British Columbia

Contributions to Strength of Program: primarily focuses on Major Gift efforts; fundraises for faculty and students across 14 departments within Social Sciences; provides strategic direction to short and long-term funding needs, opportunities, and strategies; key point of contact for Corbett Scholarship between University of Washington, University of British Columbia and University of Victoria

CHARLTON, JOHN, Director of Career Development and Alumni Relations, appointed 2013, 1 FTE

Education: M.A., International Relations and Affairs, UW, 2011; B.A., Business Administration, University of Durham, 2003

Professional Experience: 1-year experience as Educational Programs Manager at Consulate General of Japan, San Francisco; 1 year experience as Manager of Community Programs at Foundation for International Understanding Through Students; 1 year as Resource Coordinator at UW Graduate and Professional Student Senate; 3-years experience of Manager of Education Programs at Hyogo Business and Cultural Center; 3 years as International Relations Coordinator at City of Iga, JET Programme

Canadian Travel: British Columbia, New Brunswick, Nova Scotia, Ontario

Contributions to Strength of Program: manage all operations of the JSIS Career Services Office, serving over 600 undergraduate and graduate students; career advising; programming on internationally-focused career exploration and professional development; assist with administration for JSIS PhD program; oversees internships to local Canadian organizations such as Pacific Northwest Canadian Economic Region

CRAIG, DONALD, Database Manager, appointed 2010, .5 FTE

Education: D.M.A. (Doctor of Musical Arts), UW, 2009

Professional Experience: 8 years of experience at the UW, 5 years experience with software development in audio and video software at Doosan Gallery, Seoul, South Korea

Canadian Travel: British Columbia

Contributions to Strength of Program: manage data for the yearly federal reporting; build and maintain the online FLAS application; build and maintain several on-line web-based systems used by the Jackson School and the Title VI Centers including the FLAS application and other scholarship and fellowship applications (Canada Corbett Exchange application and Killam Foundation

application); develop and build surveys; develop and manage database schema to manage faculty, courses, events, alumni, students, jobs, and media information; annual Faculty report; manage content and support processes for databases; provide consultative support to the associate directors of the National Resource Centers and Student Services on information system best practices and identify redundancies; provides Canadian Studies Center with all course lists, enrollments, placements

DAVIS, ROBYN, Director of Fellowships, appointed 2011, 1 FTE

Education: M.A., Georgetown University, 2006; B.A., UW, 2001

Experience: 7 years as fellowship director and coordinator; 1.5 years of managing cultural program of The Jerusalem Fund; 1.5 years as Resident Director of Arabic Flagship Program Alexandria; 3 years as banker for US Bank

Canadian Travel: British Columbia

Contributions to Strength of Program: promote and manage fellowship applications for undergraduate and graduate students, including FLAS; works directly with Canadian Studies to facilitate increased least-commonly taught language study in Canadian First Nations and Inuktitut language studies

DOBROVOLNY, LAUREN, Program Coordinator of JSIS Task Force, Academic Services, appointed 2013, 1 FTE

Education: B.A., History - General focus, UW

Experience: 5 years of experience as Program Coordinator for the undergraduate International Studies and Task Force program, Jackson School, UW; 5 years' experience grant support for the Center for Global Studies, UW; 10 years of experience in project/program management for Non-Profit/NGO organizations; 1.5 years of experience as administrative coordinator, Public Behavioral Health and Social Justice Policy, UW

Canadian Travel: British Columbia

Contributions to Strength of Program: data management, program development and implementation for the Task Force Program, website management, travel coordination, CTA processing, course list management, administrative support; key point of contact for Task Force classes to Canada

EPHREM, HIDAAT, Program Coordinator, Academic Services, appointed 2004, 1 FTE

Education: B.A., University of Minnesota, 1980

Experience: worked with FLAS since 2004

Canadian Travel: Alberta, British Columbia, Ontario

Contributions to Strength of Program: coordinator for processing and generating all FLAS application files; associate data in the process of awards given by the committee; maintenance and disposition of both electronic and hardcopy records; assists Canadian Studies in getting all courses into the UW time schedule, identifying rooms, etc.

FREDERICK, JESSICA, Assistant Director of Advancement, Social Sciences, College of Arts and Sciences, appointed 2016, 1 FTE

Education: Certificate in Nonprofit Management and Certificate in Nonprofit Fundraising, UW, 2013; B.A., Political Science with Distinction and English Language and Literature with Distinction, University of Washington, 2008

Professional Experience: Assistant Director of Advancement at UW for 2 years; Development Manager at Seattle Works for 2 years; Major Gifts Intern at KEXP for 1 year

Canadian Travel: British Columbia, Québec

Contributions to Strength of Program: supports donor stewardship, alumni relations and communications, event coordination, and strategic gift cultivation for units under Social Sciences

in the College of Arts and Sciences; assists with Canadian Studies Center annual giving campaign; oversees donations under \$25,000 to the Canadian Studies Center

GUTHU, SARAH, Grants Manager, appointed 2016, 1 FTE

Education: Ph.D., Theatre History and Critical Theory, UW, in progress; M.A., Theatre, University of California, Santa Barbara, 2008; B.A., Theatre, UW, 2004

Professional Experience: 6 years with UW as staff, instructor, and TA/RA; 3 years at Macmillan Publishers, NYC; 1.5 years at A Contemporary Theatre, Seattle; 1 year at University of California, Santa Barbara; 1.5 years at College Planning Solutions, Inc. in Bellevue, WA

Canadian Travel: British Columbia

Contributions to Strength of Program: manages grants and budgets in JSIS business office; assist faculty and staff with finding grant opportunities and grant application process; oversees Canadian Studies Center's outside grants and contracts including from the Korea Maritime Institute and Carnegie Corporation of New York; works with Canadian Studies to identify additional outside grants

HASLAM, MARK, Director of Computing Services, appointed 2007, 1 FTE

Education: B.A., UW, 1997

Professional Experience: Over 20-years experience supporting academic computing

Canadian Travel: British Columbia

Contributions to Strength of Program: provides a full range of computing services and expertise, including file servers, web servers and web development, application support, desktop support, and technology consulting; assists with web design and development, and archive

ILTIS, LINDA, Assistant Director, Lead Adviser, Canadian Studies Adviser, appointed 1987, 1 FTE

Education: Ph.D., University of Wisconsin-Madison, 1985; M.A., University of Wisconsin-Madison, 1979

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Nepali, 3; Newari, 3; Sanskrit, 3; French, 2; German, 2; Spanish, 2; Dagare, 1; Tibetan, 1; Twi, 1

International Experience: research and teaching in Ghana for three semesters and two summers, 2001-2007; one-month research in Central America, 2000

Canadian Travel: British Columbia

Professional Experience: over 21 years academic advising; 23 years teaching experience; 23 years service on graduate admissions and scholarship committees; 10 years of foreign study program development and implementation; 6-years service learning project leadership

Contributions to Strength of Program: provides lead academic advising for JSIS Student Services Office, for all JSIS undergraduate programs, with primary responsibility for majors including Canadian Studies and International Studies; extensive in-person and online advising; extensive pre-Graduate School, internship, and foreign study advising; coordinate curriculum development and advising with program faculty; oversee competitive undergraduate admissions process, and serve on scholarship committees; maintain internal database for tracking undergraduate majors; works directly with Canadian Studies advising majors and minors; advisor for incoming Killam Fellowship students from Canada

KEO, MONICK, Program Coordinator, Canadian Studies Center, appointed 2014, .5 FTE

Education: B.A., Japan Studies, Minor, Japanese language, UW, 2013

Experience: 7 years with the Canadian Studies Center

Canadian Travel: British Columbia

Contributions to Strength of Program: budget reconciliation and tracking; fiscal payments, reimbursements, travel and lodging CTA processing; website updates and management, content transfer, event calendar updates; newsletter editor, article compilation, Marketo software

utilization for advertising; event logistics for lodging and travel; maintain events, faculty, students, course logs; daily administrative tasks; conference/meeting scheduling

KILLPACK, KATE, Associate Director of Advancement, Henry M. Jackson School of International Studies, appointed 2015, 1 FTE

Education: B.A. English and Religious Studies, Willamette University, 2005

Professional Experience: 3 years with UW advancement, 1.5 years of fundraising at Seattle Aquarium, 2 years of fundraising at Seattle Art Museum, 2 years of service as a U.S. Peace Corps Volunteer in Panama, 2 years of fundraising at The Nature Conservancy of Washington, 2 years of HR/Operations at The Nature Conservancy

Canadian Travel: British Columbia, Ontario

Contributions to Strength of Program: serve as lead fundraiser for the Jackson School; works across various centers and program to secure financial support for School priorities; works closely with faculty and staff on Major Gifts prospects; advises on annual outreach efforts and stewardship, scholarships, and exchange programs to Canada; key point of contact for the Corbett student exchange to University of British Columbia and University of Victoria

LATSCH, WOLFRAM, Director, Academic Services, appointed 2013, 1 FTE

Education: DPhil, University of Oxford, 2000; ASC, Institute of World Economics, 1992; MSc, University of Oxford, 1991; B.A. Hons, University of Sussex at Brighton, 1990

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): German-3; French-2

International Experience: research in Tanzania and Zimbabwe, teaching in Japan

Canadian Travel: British Columbia

Professional Experience: over 4 years of directorship of Academic Services, lecturer in International Studies, UW 2003-present; Visiting Assistant Professor of Economics, Northwestern University, 2001-2003; Senior Course Developer (Economics), Cognitive Arts Corp./ Columbia University, Evanston, IL, 2000-2001; Lecturer in Economics, Trinity College, University of Oxford, 1997-2000; Isaiah Berlin Junior Research Fellow, Wolfson College, University of Oxford, 1997-2001

Contributions to Strength of Program: direct functions at Academic Services including: advising, admissions, outreach, curriculum, and career services; national recruitment for nine graduate programs; works directly with Canadian Studies to implement the new interdisciplinary minor in Arctic Studies and for logistics concerning the Task Force on the Arctic

LI, KAITLYN, Payroll Coordinator, appointed 2014, 1 FTE

Education: B.S., Economics and Statistics, UW, 2014

Professional Experience: 3 years experience with UW payroll

Canadian Travel: British Columbia, Ontario

Contributions to Strength of Program: manages payments for all JSIS faculty and staff, processes payments for additional compensation for UW staff, faculty, and students; ensure that grants are current to fund research, etc.; communication with faculty, staff, and students regarding payroll; liaison between JSIS and UW Payroll Office; facilitates awarding of FLAS Fellowships and Corbett scholarships to Canadian Studies Center awardees

MARTS, JOAN, Undergraduate Student Advisor, Arctic Studies Minor Adviser, appointed 2009, 1 FTE

Education: B.A., UW, 2008

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish, 2

International Experience: travels in Spain, Denmark, Germany, Austria, Italy, Morocco, Mexico, United Arab Emirates, and Canada

Canadian Travel: British Columbia

Professional Experience: over 20 years at UW with 15 years in student advising; 20+ years in event coordination

Contributions to Strength of Program: academic advising; extensive work with student database systems to present up-to-date information for students; information liaison between students, faculty, campus-wide departments, and the public-at-large; assist with planned campus events; attend information sessions and meetings with Advisors, Social Sciences Learning Link, and the Association of Professional Advisers and Counselors; academic advisor for the new interdisciplinary minor in Arctic Studies

OPPENHEIMER, DVORAH, Financial Administrator, appointed 1999, 1 FTE

Education: B.A., UW, 1983; Accounting Degree, Alameda College, 1985

Canadian Travel: British Columbia

Professional Experience: over 35 years experience in fiscal administrative management

Contributions to Strength of Program: manages all JSIS grants and budgets; maintains communication with Office of Sponsored Programs; supervise business office staff; point of contact for Canadian Studies Center sub-contract with Western Washington University

PITCHARD, JEREMY, Web Designer, appointed 2014, 1 FTE

Education: B.A., Design-Visual Communication, University of Western Sydney, 2004

Professional Experience: worked as a web designer with the UW for 4.5 years; print and web designer for 5.5 years at Dymocks Booksellers; graphic artist for 2 years at Metcash; web designer, 3 months (contract), University of Western Sydney; and instructor for 1 year at the School of Communication, Design and Media, University of Western Sydney

Research travel to British Columbia

Contributions to Strength of Program: replaced previous static website with dynamic new site with an accompanying multi-year life-cycle development plan; continuing to develop an evolving outreach platform, continuously optimized and adapted to shifting webs standards; point of contact for Canadian Studies Center website design/maintenance

READ, TONI, Business Office Manager, appointed 2001, 1 FTE

Education: B.A., English, UW, 1999

Professional Experience: over 35 years experience in office management, executive support, and human resources administration

Canadian Travel: Alberta, British Columbia

Contributions to Strength of Program: conduct all aspects of faculty and staff searches and hiring; ensure proper staffing needs are met in all programs and at sponsored events; represent JSIS by assisting with University-sponsored events; determine space allocation for all programs and office assignments for faculty and staff; process visa applications for international Visiting Scholars to JSIS programs; assist Director and programs with broadening visibility of JSIS across campus and the wider community; works with the Canadian Studies Center on new hires

RENNER, SONJA, Graduate Advising and Admission Manager, appointed 2016, 1 FTE

Education: M.A., Education 2007; B.A., Journalism 2004

Experience: 1 year at UW; 5 years at the Kansas City Art Institute; 2 years as Director of Continuing Education, 3 years as Associate Director; 4 years as Director of Admission at Drury University

Canadian Travel: n/a

Contributions to Strength of Program: provides consultation for current and prospective students for M.A. programs and 1 Ph.D. program at the Jackson School; works directly with the Canadian Studies Center on oversight for theses committee responsibilities

SCHIFFERLING, EMILY, Corbett Scholarship Manager, appointed 2017, .5 FTE

Education: M.S., Global and International Education, Drexel University, expected in Fall, 2018; B.A. Psychology, Seattle University, 2004

Experience: 1 year with the Canadian Studies Center

Canadian Travel: British Columbia

Contributions to Strength of Program: management of Corbett Scholarship between UW, University of Washington and University of British Columbia including: advertisement/publicity through email, social media, study abroad and scholarship fairs, and student contact; fund distribution to scholarship awardees; budget management including projects, scholarship awardees, and reconciliations; student consultation and advising; coordination with partnering universities for planning and cross management; coordinate with donors to discuss scholarship goals and management; in process of building a blog site specifically for Corbett scholars to Canada

SCILLO, DIANE, Fiscal Specialist, Travel, appointed 2008, .25 FTE

Education: Junior college

Professional Experience: over 30 years experience with UW Travel Office

Canadian Travel: British Columbia

Contributions to Strength of Program: handle all travel-related businesses within JSIS; knowledge of travel policies; assist with reimbursement

SCOTT, AMY, Director, Office for Planned Giving, College of Arts and Sciences Advancement, appointed 2003, 1 FTE

Education: B.A., Anthropology, Linfield College, 1992

Professional Experience: Director of Office for Planned Giving at UW, since 2003; assistant Major Gifts Officer, Regional Giving, at UW for 3 years; Research Strategist at Pennsylvania State University for 3 years; Development Assistant at Pacific Science Center, Seattle for 2 years

Canadian Travel: British Columbia, Ontario, Québec

Contributions to Strength of Program: assist donors in including charitable gifts in their estate and financial plans; facilitates complex gifts that pay an income and gifts of real property or tangible items; work with colleagues to create and implement strategies that deepen donors' connections to the University; collaborates with donors and colleagues to propose and negotiate gift agreements; works with Canadian Studies Center on gifts over \$25,000 and on the Chapman Foundation annual gift to the Center

SWANTEK, KEVIN, Business Office Coordinator, appointed 2013, 1 FTE

Education: B.A., Drama and English, UW, 2003

Professional Experience: Over 5 years experience as program assistant at UW, 2 years as program coordinator at Harborview Medical Center

Canadian Travel: British Columbia

Contributions to Strength of Program: reception; liaison for faculty, students; donors; advise JSIS of UW policy procedures; support for appointments; direct visitors; coordinate faculty search interviews; manage departmental rosters and inventory; update JSIS online calendar; mail distribution

THORMANN, MONIQUE, Director of Communications, appointed 2015, 1 FTE

Education: M.S., Journalism, Columbia University, 1995; B.A., High Honors, Brandeis University, 1991

Professional Experience: 3 years at UW; 7 years with UNICEF; 6 years various consultancies consulting with UNDP, WFP, World Bank; 3 years with International Rescue Committee

Canadian Travel: British Columbia, Ontario

Contributions to Strength of Program: create and manage comprehensive communications plan for the Jackson School, write and edit articles to reflect exceptional research and activities, social media outreach, coordinate e-newsletter, write press releases; covers key activities sponsored by Canadian Studies and features these on the JSIS home page

**APPENDIX 2B – CURRICULUM VITAE & POSITION DESCRIPTIONS
WESTERN WASHINGTON UNIVERSITY**

Legend: T = Tenure; TT = Tenure Track; NTT = Non-Tenure Track.

PROJECT DIRECTORS AND ASSISTANT DIRECTOR

Baloy, Natalie, J.K., Assistant Director	5
Keppie, Christina, Incoming Project Director	4
Rossiter, David, Current Project Director	3

BUSINESS & ECONOMICS, COLLEGE OF

Department of Economics

Globerman, Steven, Professor (T)	11
Hodges, Hart, Associate Professor (T)	14

Department of Finance and Marketing

Roehl, Thomas, Associate Professor (T)	20
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FINE & PERFORMING ARTS, COLLEGE OF

Department of Art (includes Art History/Western Gallery)

Sapin, Julia, Professor (T).....	21
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HUMANITIES & SOCIAL SCIENCES, COLLEGE OF

Department of Anthropology

Boxberger, Daniel, Professor (T).....	8
Campbell, Sarah, Professor (T).....	9
Koetje, Todd, Associate Professor (T).....	16
Loucky, James, Professor (T)	18

Department of English

Gulyas, Lee, Senior Instructor (NTT).....	12
Pagh, Nancy, Senior Instructor (NTT).....	20
Warburton, Theresa, Assistant Professor (TT)	24

Department of History

Friday, Chris, Professor (T)	11
Jimerson, Randall C., Professor (T).....	14
Seltz, Jennifer, Assistant Professor (T)	21
Van Huizen, Philip, Visiting Assistant Professor (NTT).....	23

Department of Journalism

Moscato, Derek, Assistant Professor (TT).....	19
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Department of Modern and Classical Languages

Hamblin, Vicki, Professor (T)	12
Hanania, Cecile, Professor (T).....	13
Keppie, Christina, Associate Professor (T)	4
Ousselin, Edward, Professor (T).....	19

Department of Political Science

Abedi, Amir, Associate Professor (T).....	6
Alper, Donald, Professor Emeritus (T).....	7
Biswas, Bidisha, Professor (T).....	7
Kamena, Theodore, Lecturer (NTT).....	10
Singleton, Sara, Associate Professor (T)	22

ENVIRONMENT, HUXLEY COLLEGE OF THE**Department of Environmental Sciences**

Helfield, James, Associate Professor (T).....	13
Landis, Wayne, Professor (T)	16
Lloyd, Thomas, Instructor (NTT)	17
McLaughlin, John, Associate Professor (T)	18

Department of Environmental Studies

Abel, Troy D., Associate Professor (T)	6
Buckley, Patrick, Professor (T).....	8
Rossiter, David, Associate Professor (T).....	5
Stanger, Nicholas, Assistant Professor (TT).....	22
Wang, Grace, Professor (T)	24

EDUCATION, WOODRING COLLEGE OF**Department of Health and Community Studies**

Cuban, Sondra, Professor (T).....	10
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WWU LIBRARIES

Joffrion, Elizabeth, Associate Professor (T)	15
Lopresti, Robert, Professor (T)	17
Tag, Sylvia, Librarian/Associate Professor (T)	23

PROFESSIONAL STAFF RELEVANT TO THE TRAINING PROGRAM**Center for Canadian-American Studies and Canada House Staff**

Baloy, Natalie, Assistant Director of Canada House Programs.....	5
Broadhurst, Ginny, Director of the Salish Sea Institute.....	25
Keppie, Christina, Incoming Director of the Center for Canadian-American Studies	4
Brobst, Joseph A., Postdoctoral Researcher & Evaluation Associate	25
Hart, Chuck, Program Manager	25
Musonda, Ruth, Program Assistant	25
Rossiter, David, Director of the Center for Canadian-American Studies	3
Sweet, Kyla, K-12 Education and Curriculum Specialist.....	26
Trautman, Laurie, Director of the Border Policy Research Institute	26

ROSSITER, DAVID, Current Director, Center for Canadian-American Studies, Associate Professor, Department of Environmental Studies (joined Center 2005)

Education: PhD, York University (Canada), 2005; MA, York University (Canada), 2001; BA, University of British Columbia (Canada), 1998

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1

Research Specialization: Canadian geography

Canadian Content Courses Taught: C/AM 400 Directed Independent Study; C/AM 401 Research: Problem Identification & Development; C/AM 402 Research: Analysis and Writing; C/AM | ENVS 331 Canada: Society and Environment; C/AM 442 | ENVS 444 Colonial Landscapes Pacific Northwest; C/AM | ENVS 441 Society, Space and Natural Resources

Dedicated to Teaching/Research on Canada: 100%

Recent Publications with Canadian Content:

Rossiter, D. & Burke Wood, P. "The Politics of Refusal: Aboriginal Sovereignty and the Northern Gateway Pipeline," *The Canadian Geographer / le Géographe canadien* 61(2), 165-177, 2017.

Rossiter, D. & Burke Wood, P. "Neoliberalism as Shapeshifter: the Case of Aboriginal Title and the Northern Gateway Pipeline," *Society and Natural Resources* 29(8), 900-915, 2016.

Rossiter, D. "The 'Nature' of Canadian Studies in the United States," *Special Section Introduction, American Review of Canadian Studies* 45(3), 259-65, 2015.

Rossiter, D. "The Nature of a Blockade: Environmental Politics and the Haida Action on Lyell Island, British Columbia." in Eds. Y.D. Belanger and P.W. Lakenbauer, *Blockades or Breakthroughs?* Montreal: McGill-Queen's University Press, 2014.

Rossiter, D. "Crossing the Line: Reflections on a Transnational Lifeworld" in Rémy Tremblay and Susan Hardwick (eds.), *Transnational Borders, Transnational Lives: Academic Mobility at the Borderland*. Quebec City: Presses de la Université du Québec, 41-52, 2014.

Rossiter, D. "British Columbia: Geographies of a Province on the Edge" in Rémy Tremblay and Hughes Chicione (eds.), *The Geographies of Canada*. Brussels: P.I.E. Peter Lang, 453-478, 2013.

Wood, P & Rossiter, D. "Unstable Properties: British Columbia, Aboriginal Title and the 'New Relationship.'" *The Canadian Geographer / le Géographe canadien* 55.4 (2011): 407-425.

Rossiter, D. "Leave the Lemons at Home: Towards a Political Ecology of Border Space." *Geopolitics* 16.1 (2011): 107-120.

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, "Writing Vancouver's Mountain: Serendipity, A Fascist Poet, and the Opening of Grouse Mountain Resort." Critical Geographies Mini-Conference. Prince George, BC, September 22, 2017.

Paper Presentation, "The Politics of Aboriginal Title in British Columbia: from the Referendum to the Truth and Reconciliation Commission." BC Studies Conference. Nanaimo, BC, May 4, 2017.

Paper Presentation, "Looking South: US Influence on the Making of Vancouver's North Shore." Association for Canadian Studies in the United States biennial conference. Las Vegas, NV, October 15, 2015.

Paper Presentation, "Recreating the British Columbia Forest Service: Managing Mount Seymour Provincial Park, 1936-1957" at Canadian Association of Geographers. Vancouver, BC, June 5, 2015.

Paper Presentation, "The BC Forest Branch and the making of Mt. Seymour Provincial Park," Western Division of the Canadian Association of Geographers. Victoria, BC, March 8, 2014.

Paper Presentation, "Unsettling the Nature of Canadian Studies in the early-21st Century," Association for Canadian Studies in the United States biennial conference. Tampa, FL, November 21, 2013.

Editor, *American Review of Canadian Studies*, 2011-2015

Theses/Dissertations Supervised in the Last 5 Years: 4

KEPPIE, CHRISTINA, Incoming Director, Center for Canadian American Studies, Associate Professor, Department of Modern and Classical Languages (joined Center 2008)

Education: PhD, University of Alberta (Canada), 2008; MA, Carleton University (Canada), 2002; BA, University of New Brunswick (Canada), 2000

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3

Research Specialization: French language instruction; sociolinguistics; Francophone Canada identity and linguistics

Canadian Content Courses Taught: FREN 201 Intermediate French; FREN 202 Intermediate French; FREN 301 Grammar Review; FREN 302 Written Exposition; FREN 314 Phonetics; FREN 385 Culture and Conversation; FREN 332 Quebec Society; FREN 440 Etude sociolinguistique

Dedicated to Teaching/Research on Canada: 75%

Recent Publications with Canadian Content:

Keppie C. "Living Testimonies of Acadians of les Iles-de-la-Madeleine." *Port Acadie*, special volume *Le Québec acadien* (Forthcoming).

Keppie, C. "The Picnic Language." *Linguistic Association of Canada and the United States*, 41 (Forthcoming)

Keppie C. "Le Choeur of New Brunswick Acadia – Regional Dynamic of Group Membership in *Le Pique-nique*." *Linguistic Association of Canada and the United States*, 40 (Forthcoming).

Keppie, C., R. Lindberg and S. Thomason. "The Benefits of Study Abroad on the Fluency of L2 Learners of French." *The Canadian Journal of Applied Linguistics / Revue canadienne de linguistique appliquée*. Special Issue: The Culture of Study Abroad, 19:2 (2016): 44-63.

Keppie, C. "The Effects of le Congrès mondial acadien 2014 on la grande Acadie." *International Journal of Canadian Studies*, 53 (2016): 85-110.

Keppie, C. "Meaning Systems of Two Identity Concepts: Acadie versus Acadien." *American Review of Canadian Studies* 43:3 (2013).

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, "Acadia: From Past, to Present, to Future," Association for Canadian Studies in the United States, Las Vegas, NV, October 2017.

Paper Presentation, "Celebrating Acadian Milestones and the Acadian Festivity." British Association for Canadian Studies, London, UK, April 2017.

Paper Presentation, "Témoignages vivants sur l'identité acadienne des Iles-de-la-Madeleine." American Council for Québec Studies biennial conference, Portland, ME, November 2016.

Paper Presentation, Featured Canada Community Scholar Speaker, "Acadian/Cajun Identity and the Evolution of a Global Minority," National Council for the Social Studies, New Orleans LA, November 2015.

Paper Presentation, "New Horizons for the 2019 World Acadian Congress and the future of Acadia," Association of Canadian Studies in the United States, Las Vegas NV, October 2015.

Award nominee, Faculty Mentor of the Year Nominee, Western Washington University, 2017.

Award, WWU Teaching-Learning Academy Award, Western Washington University, 2012, 2013.

Grant, Grant-in-Aid, WWU Office of Research and Sponsored Programs, "Border Communities of la Francophonie des Amériques. \$2500, 2018.

Grant, Department of Modern and Classical Languages Research Grant "Border Communities of la Francophonie des Amériques." \$4,000, 2017.

Grant, Grant-in-Aid, "Louisiana: Acadia's Extended American Diaspora," \$2500, 2015.

Chair Pro-term, Department of Modern and Classical Languages, 2017.

Board member, Association for Canadian Studies in the United States, 2017-2018.

Editor and reviewer, *American Review of Canadian Studies*, 2015-2018.

Book Review Editor, *American Review of Canadian Studies* 2013-2015.

Associate Editor, *International Journal of Community Diversity*, 12:2, 2013.

Theses/Dissertations Supervised in the Last 5 Years: n/a

BALOY, NATALIE J.K., Assistant Director, Canada House Programs (joined Center 2017)
Education: PhD, University of British Columbia (Canada), 2014; MA, University of British Columbia (Canada), 2008, BA, Eastern Michigan University, 2006

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1

Research Specialization: Settler colonialism in Canada, urban ethnography in Vancouver

Canadian Content Courses Taught: SMNR 101: Salish Sea First-Year Interest Group Seminar

Dedicated to Teaching/Research on Canada: 90%

Recent Publications with Canadian Content:

Baloy, N.J.K. "Our Home(s) and/on Native Land: Spectacular Re-Visions and Refusals at Vancouver's 2010 Winter Olympic Games." *Streetnotes* 25 (2016): 194-211.

Baloy, N.J.K. "Spectacles and Spectres: Settler Colonial Spaces in Vancouver." *Settler Colonial Studies* 6.3 (2016): 209-234.

Baloy, N.J.K. "We Can't Feel Our Language: Making Places in the City for Aboriginal Language Revitalization." *American Indian Quarterly* 35.1 (2011): 515-548.

Baloy, N.J.K. "Reflection: Getting the Story Right." *Collaborative Anthropologies* 4: 200-209.

Baloy, N.J.K. "Spectacle in Circulation: Linking the Everyday and the Spectacular through Ethnography." *Anthropology News* 52.2 (2011): 14.

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, "Welcome to Your Land: Subverting Urban Indigenous Inclusion as Settler Colonial Practice," Native American and Indigenous Studies Association, Honolulu, HI, May 20, 2016.

Paper Presentation, "Same Difference? Studying Alterity and Inclusion in/as Settler Colonialism," American Anthropological Association, Denver, CO, November 18, 2015.

Paper Presentation, "The Inclusive City: Indigenous Inclusion as Settler Colonial Practice," Association of American Geographers, Chicago, IL, April 22, 2015.

Paper Presentation, "Spectres of Spectacle on the Northwest Coast," American Anthropological Association, Washington, DC, December 4, 2014.

Paper Presentation, "Working Together: Building Relationships toward Recognition and Reconciliation in a Settler Colonial City," American Anthropological Association, Chicago, IL, November 22, 2013.

Paper Presentation, "Spectacular and Spectral Aboriginality: Settlers in the Interstices of (Post)-Coloniality," American Anthropological Association, San Francisco, CA, November 14, 2012.

Paper Presentation, "Lopsided Inclusion: Recognition, Reconciliation, and Reckoning in 'Postcolonial' Vancouver," Coimbra, Portugal, June 29, 2012.

Paper Presentation, "Aboriginalizing the Cityscape: Vancouver's Olympics, Local Representations, and the Everyday," Montreal, QC, November 16, 2011.

Paper Presentation, "Beyond (and Behind) the Spectacle: Anthropology, Aboriginality, and the Olympics," Society for Applied Anthropology, Seattle, WA, March 31, 2011.

Paper Presentation, "Entanglements: Aboriginality in the Knots of Multiculturalism," Race/Knowledge Project: Cultural Work in the Racial Present, Seattle, WA, May 14, 2010.

Paper Presentation, "Aboriginal Participation in the Vancouver 2010 Games: Towards a Re-Aboriginalized Landscape," Association of American Geographers, Washington, DC, April 14, 2010.

Theses/Dissertations Supervised in the Last 5 Years: n/a

ABEDI, AMIR, Professor, Department of Political Science (joined Center 2003)

Education: PhD, Political Science, University of British Columbia (Canada), 2002; MA, Political Science, University of British Columbia (Canada), 1995; Magister Artium, University of Hanover (Germany), 1992

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Farsi-2, French-2, German-3

Research Specialization: comparative parties; party systems; British Columbia

Canadian Content Courses Taught: PLSC 291 Comparative Politics

Dedicated to Teaching/Research on Canada: 10%

Recent Publications with Canadian Content:

Book Reviews, "Government Formation in Multi-Level Settings." *Canadian Journal of Political Science*. New York: Palgrave Macmillan, 2013.

"Big Fish in Small Ponds: A Comparison of Dominant Parties in the Canadian Provinces and German Länder" (with S. Schneider), in M. Bogaards and F. Boucek (eds.). *Dominant Political Parties and Democracy: Concepts, Measures, Cases and Comparisons* (London and New York: Routledge, 2010), pp. 77-97.

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, with S. Schneider, "The Liberal Party: Still Canada's Natural Party of Government?" Conference on Dominant Party Systems, University of Michigan, Ann Arbor, MI, May 2014.

Research Project, Single-Party Dominance and Federalism in Australia, Canada, Austria, and Germany (with Steffen Schneider), ongoing.

Chair, Political Science Department, 2014-present.

Chair, International Studies Curriculum Committee, Western Washington University, 2013-2014.

Member, Internationalization Advisory Board, WWU, 2016-2018.

Member, Search Committee for the Director of the Center for Canadian-American Studies, Western Washington University, 2014.

Theses/Dissertations Supervised in the Last 5 Years: 1

ABEL, TROY D., Associate Professor, Environmental Studies, Huxley College of the Environment (joined Center 2006)

Education: PhD, Public Policy, George Mason University, 1998; MPA, George Mason University, 1994; BS, Indiana University, 1990.

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-1

Research Specialization: environmental studies; environment policy; Salish Sea

Canadian Content Courses Taught: C/AM 489 Managing International Ecosystems

Dedicated to Teaching/Research on Canada: 15%

Recent Publications with Canadian Content:

Abel, T.D., K. Radach, T. Laninga, D. Daley, and M. Stephan. "Climate Risk Governance and Resilience Research for a Changing Salish Sea." *Climate change indicators for the Salish Sea*. Ed. N. Vadeboncoeur. Environment and Climate Change Canada. Forthcoming in 2018.

Academic Experience, Canada Experience, Distinctions:

Poster Presentation, Radach, K., T.D. Abel, and T. Laninga. "Deliberative mapping for a changing Salish Sea." Salish Sea Ecosystem Conference. Seattle, WA. April 4-6, 2018.

Grant, Border Research Award, Border Policy Research Institute, from Western Washington University, for the project on "Deliberative Mapping for a Changing Salish Sea," \$10,582, 2017-2018.

Grant, Decision, Risk, and Management Science Research Award, National Science Foundation, for the project "Climate Risk Governance and Polycentrism in US states," \$545,022, 2014-2018.

Grant, Environmental Justice Research Award, US Environmental Protection Agency, supporting the Duwamish Community Action for Clean Air Collaboration. \$119,984, 2014-2016.

Theses/Dissertations Supervised in the Last 5 Years: 3

ALPER, DONALD K., Professor Emeritus, Department of Political Science (joined Center 1978)
Education: PhD, Political Science, University of British Columbia (Canada), 1976; MA, Political Science, California State University, Long Beach, 1970; BA, California State University, Long Beach, 1967

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-1

Research Specialization: Canadian politics; American politics

Canadian Content Courses Taught: PLSC 434 Senior Seminar – International Politics; C/AM 444 Canadian Studies Internship; PLSC 517 Borders and Borderlands

Dedicated to Teaching/Research on Canada: 100%

Recent Publications with Canadian Content:

Alper, D.K. and B. Hammond. "Bordered Perspectives: Local Stakeholders' Views of Border Management in the Cascade Corridor Region." *Journal of Borderlands Studies* 26.1 (2011)

Salazar, D. and D.K. Alper. "Justice and Environmentalisms in the British Columbia and US Pacific Northwest Environmental Movements." *Society and Natural Resources* 24.8 (2011)

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, "The Future of North America: Integration or Bordered Continent?" Association for Borderland Studies annual conference, San Francisco, CA, April 15, 2017.

Paper Presentation, "Shifting Border Dynamics in North America: Some Implications for Research and Policy," Comparative Border Studies Conference at University of Texas at Brownsville, Brownsville, TX, May 8, 2015.

Paper Presentation, "Trends in Environmental Policy Across the Canada-US Border," Association for Borderlands Studies annual conference, Portland, OR, April 10, 2015.

Paper Presentation, "Perimeters and Frontiers: Evolving Border Governance on the Canada-US Border," Borders and Globalization Conference, Ottawa, ON, September 25, 2014.

Paper Presentation, "Factors Inducing Regional Innovation in Border Management," Association for Borderland Studies, Joensuu, Finland and St. Petersburg, Russia, June 10, 2014.

Paper Presentation, "Is 'Beyond the Border' Making the Border Thicker, Thinner or Something Else?" Pacific Northwest Canadian Studies Consortium Annual General Meeting, Seattle, WA, January 31, 2014.

Briefing, "Beyond the Border and Washington Trade and Economic Data," Washington State House of Representatives Technology and Economic Development Committee, Olympia, WA, January 16, 2013.

Theses/Dissertations Supervised in the Last 5 Years: 2

BISWAS, BIDISHA, Professor, Department of Political Science (joined Center 2006)

Education: PhD, Political Science, University of Maryland, College Park, 2006; Postgraduate Diploma in International Business, Indian Institute of Foreign Trade, New Delhi (India), 1996; BA, Hindu College, University of Delhi (India), 1994

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Bengali-3, French-1, Hindi-3

Research Specialization: international relations; ethnic and civil conflicts; terrorism; diasporas

Canadian Content Courses Taught: PLSC 271 Comparative Politics

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Biswas, B. and R. Vijaya. "Immigrants, Diversity, and Responding to Hate Crimes." *The Aerogram*, March 7, 2018.

Biswas B and S. Deylami. "Finding Agency in the Margins: Lessons from Teaching as Immigrant Women of Color." *PS: Political Science and Politics*, (2017).

Biswas, B and R. Vijaya. *Indian Immigrant Women and Work*. New York: Routledge, 2016.

Biswas, B and Paczynska A. "Teaching Theory, Writing Policy: Integrating Lessons from Foggy Bottom into the Classroom." *PS: Political Science and Politics* 48(1) (2015): 157-161.

Theses/Dissertations Supervised in the Last 5 Years: 1

BOXBERGER, DANIEL, Professor, Department of Anthropology (joined Center 1983)
Education: PhD, Anthropology, University of British Columbia (Canada), 1986; MA, Western Washington University, 1977; BA, Evergreen State College, 1973
Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): German-2
Research Specialization: Native peoples of North America; Ethnohistory
Canadian Content Courses Taught: ANTH 361 Native Peoples of North America; ANTH 462 Native Peoples of the Northwest

Dedicated to Teaching/Research on Canada: 35%

Recent Publications with Canadian Content:

Boxberger, D. "Indigenous Peoples of the Salish Sea." *Salish Sea Islands*, Moshe Rappaport, ed. Vancouver, University of British Columbia Press. (2018) Forthcoming.
McDougall, L. Philips and D. Boxberger. *Before and After the State: Politics, Poetics and People(s) in the Pacific Northwest*. Vancouver. University of British Columbia Press (2018).
Boxberger, D. "The 1839 Hudson's Bay Company Fort Vancouver Census." *Journal of Northwest Anthropology* 46.1 (2012).

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, "Negotiating Identity, Negotiating Presence." Association of Borderland Studies/Western Social Science Association, San Antonio, TX, April 2018.
Paper Presentation, "Will the Real Expert Please Stand Up: Perceptions of Anthropological Expert Witness Testimony in First Nations Communities." American Society for Ethnohistory, Winnipeg, MB, October 2017.
Paper Presentation, "An Ethnohistory of Native Space in the Hudson's Bay Company Columbia District." American Society for Ethnohistory, Nashville, TN, November, 2016.
Award, Fulbright Canada Research Chair in Aboriginal Studies, Vancouver Island University (2017).

Theses/Dissertations Supervised in the Last 5 Years: 5

BUCKLEY, PATRICK, Professor, Department of Environmental Studies: Geography
Education: PhD, Economic Geography, Boston University, 1988; MA, Economic Geography and South East Asian Studies, University of Washington, 1981; BS, Geology and Civil Engineering University of Notre Dame, 1971

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Hindi-2, Japanese-2

Research Specialization: Salish Sea borderlands; Resource Management; Human Geography

Canadian Content Courses Taught: ENVS & C/AM 430 Borderlands; ENVS 431 Pacific Rim

Percentage Teaching/Research Dedicated to Canada: 50%

Recent Publications with Canadian Content:

Buckley, P. Belec, J; Anderson, A. "Modeling Cross-Border Regions, Place-Making, and Resource Management: A Delphi Analysis." *Resources* (2017).
Buckley, P. Belec, J; Levy, J. "Environmental Resource Management in Borderlands: Evolution from Competing Interests to Common Aversions" *International Journal of Environmental Research and Public Health* , 12.1 (2015).
Buckley, P. "San Juan Islands/Pig War Dispute." *Encyclopedia of Border Disputes*, Eds. Victor Konrad and Emmanuel Brunet-Jailly, Santa Barbara, CA: ABC-CLIO (2014).
Belec, J and Buckley, P. "Democracy and the Space of Energy Flows: The Practice of Bordered Transnationalism in the Pacific Northwest." *Journal of Borderlands Studies*, 29.4 (2014).

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, with Paul Stangl and Jeff Guinn, "Exploring Pedestrian Choice: A Hierarchical Study of Motivators, Mt. Pleasant, Vancouver BC." Presented at the Annual Meeting of the Canadian Association of Geographers, Vancouver, BC, June 1-5, 2015.
Paper Presentation, "The Pig War and the demise of Manifest Destiny," Annual Meeting of Canadian Association of Geographers, University of Victoria, Victoria, BC, 2014.

Theses/Dissertations Supervised in the Last 5 Years: 4

CALDERON, DOLORES, Associate Professor, Fairhaven College of Interdisciplinary Studies

Education: PhD Sociology of Education, University of California, Los Angeles

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent):

Research Specialization: Border theory, Vulnerability, Security, Territorialization

Canadian Content Courses Taught: FAIR 203A Social Relationship/Responsibilities; AMST 301 Comparative Cultural Studies

Percentage of Time Dedicated to Teaching Canada: 25%

Recent Publications with Canadian Content:

Paper Presentation, "Re-membering Revolutions: Feminist Solidarity, Abolitionary Politics, and Freedom Making," Critical Ethnic Studies, University of British Columbia, Vancouver, Canada, 2018.

Paper Presentation, "Nuestra Costumbre/Our Custom: A Land-based Understanding and Enactment of Decolonial Justice along La Frontera," Mapping Out New Spaces & Cartographies of Difference Symposium at the National Women's Studies Association, Montréal, Québec, Canada, 2016.

Paper Presentation, "Mestizo longing as a settler futurity along the U.S./Mexico borderlands," Work of Settler Colonialism II: Emergent Solidarities conference, Toronto, Canada 2017.

Paper Presentation, "Reflections from Two Critical Assistant Professors," Critical Race Research, Activism, and Praxis at a Predominately White Research Institution: Reflections From a Critical Mass Symposium, American Education Research Association, Vancouver, Canada, 2012.

Discussant, Rethinking Schooling, Reimagining Education: On Coloniality, Neoliberalism, and Decolonial Possibilities Symposium, American Educational Studies Association, Toronto, Canada, 2014.

Theses/Dissertations Supervised in the Last 5 Years: n/a

CAMPBELL, SARAH, Professor, Department of Anthropology (joined Center 1988)

Education: PhD, Anthropology, University of Washington, 1989; MA, University of Washington, 1974; BA, Indiana University, 1972

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-1, French-2

Research Specialization: Archaeology; Prehistory of the Pacific Northwest

Canadian Content Courses Taught: ANTH 411 Archaeology of North America

Percentage Teaching/Research Dedicated to Canada: 25%

Recent Publications:

Butler, V.L., K. Bovy, S.K. Campbell, M.A. Etnier, and S.L. Sterling. "The Číx'wíçən project of Northwest Washington State, USA: Opportunity lost, opportunity found." *Journal of Archaeological Science* (2018).

Tait E., D. Gilmour, V. Butler, S.K. Campbell, and A. Steingraber. "On the role of coastal landscape evolution in detecting fish weirs." *Jnl. of Island and Coastal Archaeology* 9.1: 45-71 (2014).

Campbell, S.K. and V. Butler. "Archaeological Evidence for Resilience of Pacific Northwest Salmon Populations and the Socioecological System over the last ~7500 Years." *Pathways to Resilience: sustaining salmon ecosystems in a changing world*, Eds. D.L. Bottom, K.K. Jones, C.L. Simenstead, C.L. Smith, and R. Cooper, Oregon State University, 39-76. (2011).

Academic Experience, Canada Experience, Distinctions:

Conference Chair, organized 67th Northwest Anthropological Conference, Bellingham, WA, 2014.

Paper Presentation, with V. Butler, C. Bovie, M. Etnier, and S. Sterling, "A Drop in the Bucket," In symposium: Current Issues in Zooarchaeological Sampling and Methodology, sponsored by SAA Zooarchaeology Special Interest Group, Society for American Antiquity Meeting, Austin, Texas, (2014).

Paper Presentation, "Modeling Dynamic Social Organization and Resource use for the Tse-whit-zen Village Site," In symposium: Advancing theory and interpretation in Northwest Archaeology, organized by Anna Prentiss & Nathan Goodale. Society for American Antiquity Meeting, Austin, Texas. By Sarah K. Campbell, and Virginia Butler, 2014.

Theses/Dissertations Supervised in the Last 5 Years: 11

CUBAN, SONDRÁ, Professor, Department of Health & Community Studies; Director of Adult and Higher Education

Education: PhD, Philosophy, University of Wisconsin-Madison

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-1

Research Specialization: labor migration and mobility; gender and care; and new technologies and media; western Canadian migration

Canadian Content Courses Taught: AHE 590 - Global Perspectives in Education

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Cuban, S. *Transnational Family Communication: Immigrants and ICTs*. Palgrave/Macmillan US, 2017.

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, "Transnational Migrant Women and Mobilities," Comparative International Education Society, March 10, 2016.

Grant, Transnational Families, ICTs, and Communication. Summer Research Grant from Western Washington University, \$14,000.

Theses/Dissertations Supervised in the Last 5 Years: n/a

FLOWER, AQUILA, Assistant Professor, Department of Environmental Studies

Education: PhD, Geography, University of Oregon; MS, Geography, University of Victoria; BA, Geography, Humboldt State University

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): English - 3, Spanish - 1

Research Specialization: Geography - biogeography, climatology, and geospatial analysis, with an emphasis on forest, coastal, and alpine ecosystems of northwestern North America

Canadian Content Courses Taught: Biogeography, climatology, physical geography, GIS III, GIS IV, Advanced Spatial Analysis

Dedicated to Teaching/Research on Canada: 10%

Recent Publications with Canadian Content:

Flower, A. Atlas of the San Juan - Gulf Islands Archipelago. Huxley Spatial Institute, 2017.

Kamel, N., Flower, A. "Trans-border Atlas Collaborative: Washington and British Columbia." Border Policy Research Institute. 2017.

Flower, A., Murdock, T.Q., Taylor, S.W., Zweirs, F.W. "Using an ensemble of downscaled climate model projections to assess impacts of climate change on the potential distribution of spruce and Douglas-fir forests in British Columbia." *Journal of Environmental Science and Policy*, 26 (2013): 63-74.

Murdock, T.Q., Taylor, S.W., Flower, A., Melenbacher, A., Montenegro, A., Zweirs, F.W., Alfaro, R. "Pest outbreak distribution and forest management impacts in a changing climate in British Columbia." *Journal of Environmental Science and Policy*, 26 (2013): 75-89.

Flower, A. and Smith, D.J. "A dendroclimatic reconstruction of June-July mean temperature in the northern Canadian Rocky Mountains." *Dendrochronologia*, 29.1 (2011): 55-63.

Academic Experience, Distinctions:

Grant, TELÁNET Centre for Innovation and Peace. "Salish Sea Archipelago Atlas." \$13,200, 2017.

Grant, Border Policy Research Institute Research Award. "Atlas of the Pacific Northwest." \$30,117, 2015.

Paper Presentation, Flower, "Fires and Insect Outbreaks: What Can Tree Rings Tell Us About Synergism Between Disturbances?" University of Washington Geography Colloquium. Seattle, WA, 2017.

Paper Presentation, "Insect outbreaks and fires: dendrochronological analyses of inter-disturbance synergism." PaleoEvents Workshop. Woodland Park, CO, 2017.

Paper Presentation, "Synchrony of western spruce budworm outbreaks over the last three centuries." Ecological Society of America. Portland, OR. 2017.

Theses/Dissertations Supervised in the Last 5 Years: 4

FRIDAY, CHRIS, Professor and Graduate Director, Department of History

Education: PhD, History, University of California, Los Angeles, 1991; MA, University of California, Los Angeles, 1985; BA, Lewis and Clark College, 1982

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Cantonese-1, French-1, Mandarin-2

Research Specialization: American Indian/First Nations History; Asian American History; Pacific Northwest History

Canadian Content Courses Taught: HIST 275 American Indian History; HIST PT 364 American Indians in Film; HIST 391 History of Pacific Northwest; HIST 392 Tribal Sovereignty and Washington History; HIST 475 Topics in American Indian History; HIST 499 American Indian and Pacific Northwest History Thesis Writing Seminar

Percentage Teaching/Research Dedicated to Canada: 25%

Recent Publications with Canadian Content:

Friday, C. "From 'Superabundance' to Dependency" *Indigenous Women at Work*, Ed. Carol Williams. University of Illinois Press, 2012.

Academic Experience, Canada Experience, Distinctions:

Award, Outstanding Faculty Leadership Award, Western Washington University, for work involving tribal sovereignty issues across the university and with surrounding tribal communities, 2018.

Grant, Co-Director, co-principle investigator, and social studies specialist, "Implementation of Since Time Immemorial: Higher Education and K-12 School Partnership Pilot Project," Educators for the 21st Century, Washington State Achievement Council, \$400,000, 2016.

Expert Historian, Treaty hunting and gathering rights, [Confidential for Washington tribe], 2016-present.

Gubernatorial Appointment, Advisory Board Member, State of Washington Women's History Consortium, 2005-present.

Theses/Dissertations Supervised in the Last 5 Years: 1

GLOBERMAN, STEVEN, Professor, Economics Department; Kaiser Professor of International Business (joined Center 1994); Director of Center for International Business

Education: PhD, New York University, 1980; MA, UCLA, 1977; BA, Brooklyn College, 1975

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-2, Spanish-1

Research Specialization: International business and economics; economics of health care

Canadian Content Courses Taught: ECON 462 International Trade

Dedicated to Teaching/Research on Canada: 50%

Recent Publications with Canadian Content:

Bacchus, B, Hasan, S, Globerman. "The Supply of Physicians in Canada: Projections and Assessment." Vancouver: The Fraser Institute (2018).

Sands, C. and S. Globerman. "The Fate of NAFTA: Possible Scenarios and Their Implications for Canada." Vancouver: The Fraser Institute (2017).

Globerman, S. "Regulation and the International Competitiveness of U.S.-Based Companies." *Competitiveness Review* (2014).

Globerman, S. "The Entertainment Industries, Government Policies and Canada's National Identity." Vancouver: Fraser Institute (2014).

Academic Activities, Distinctions:

Editorial Advisory Board, *The Multinational Business Review*, present.

Director, Center for International Business, Western Washington University, 1998 to present.

Advisor to Auditor General of Canada, 2009-2010.

Ross Distinguished Professor of Canada-US Business and Economic Relations, 1994-2003

Adjunct Professor, Simon Fraser University, present.

Theses/Dissertations Supervised in the Last 5 Years: 3

GULYAS, LEE, Senior Instructor, Department of English

Education: MFA, Creative Writing, University of British Columbia, 2004; BA, English, Magna cum Laude, Western Washington University, 2001; AA, Whatcom Community College, 1999

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1

Research Specialization: Literary Nonfiction; Poetry and Poetics; Canadian Literature; First Nations Literature; Art and Social Justice

Canadian Content Courses Taught: ENG 334 Texts from North America and Europe

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Gulyas, L. "Spices, Butter, and Earth," *The Common*, 2013.

Gulyas, L. "Mirage," *Quarter After Eight*, 2013.

Gulyas, L. "Remains," *Prime Number*, 2013.

Gulyas, L. "Lesson In Overnighing Outdoors," *Cirque*, 2012.

Gulyas, L. "Praying Again," *The Pen and the Bell*, Eds. Holly Hughes and Brenda Miller, 2012.

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, "Using Captain Vancouver's Voyage to examine What is Accomplished By Reconsidering and Rewriting the Past." UC Berkeley Canadian Studies Program Fall Colloquium, 2016.

Paper Presentation, "Truth in Nonfiction: Bringing Students Into The Conversation," AWP Conference, Boston, 2013.

Book Reviewer, *Contrary Magazine*, 2011-present.

Scholar, The Whiteley Center, The University of Washington, March 2007, September, 2008, September, 2009, September 2013.

Theses/Dissertations Supervised in the Last 5 Years: n/a

HAMBLIN, VICKI L., Professor, Department of Modern and Classical Languages (joined Center 1989); Executive Director, Institute for Global Engagement

Education: PhD, University of Arizona, 1984; MA, French, Arizona State University, 1976; BS, Southwest Missouri State University, 1974.

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3

Research Specialization: French language and literature; medieval and Renaissance theater

Canadian Content Courses Taught: FREN 302 Written Exposition; FREN 385 Culture and Conversation; FREN 420 Histoire de la langue française

Dedicated to Teaching/Research on Canada: 10%

Recent Publications with Canadian Content:

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, "'Ho ho ri ha he'," Speaking in Tongues (Medieval and Renaissance Drama Society session IV), Forty-Eighth International Congress of Medieval Studies, Kalamazoo, Michigan, May 2013.

Paper Presentation, "Putting People in their Place in French Hagiographic Mystery Plays," Triennial conference of the SITM Poznan, Poland, July 22-27 2013.

Invited Presentation, "Jehanne, personnage iconique dans le Mystère du siège d'Orléans, Colloque Jeanne d'Arc: histoire et mythes (600th anniversary of Joan of Arc)," City of Orléans and University of Orléans (Centre d'Etudes supérieures sur la fin du moyen âge), May 2012.

President, Medieval and Renaissance Drama Society, 2015-2017.

National Contact, Société pour l'étude du théâtre médiéval, 2013-present.

Vice President, Medieval and Renaissance Drama Society, 2013-2015.

National Representative, Société Internationale pour l'Etude du Théâtre Médiéval, 2007-2011.

Theses/Dissertations Supervised in the Last 5 Years: n/a

HANANIA, CÉCILE, Professor, Department of Modern and Classical Languages (joined Center 2002)

Education: PhD, University of Maryland, 2001; Doctorate, Université de Paris (France), 1997; Maîtrise, Université de Provence (France), 1990

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3

Research Specialization: 20th and 21st-century French literature; literary theory; Francophone cultures and literatures

Canadian Content Courses Taught: FREN 332 Civilization and Culture of Québec

Dedicated to Teaching/Research on Canada: 5%

Recent Publications with Canadian Content:

Academic Experience, Canada Experience, Distinctions:

Recognition by graduating senior, Western Washington University Foundation, 2011

Theses/Dissertations Supervised in the Last 5 Years: 1

HELFIELD, JAMES, Associate Professor, Department of Environmental Sciences (joined Center in 2008)

Education: Ph.D., Forest Ecology, University of Washington, 2001; M.S., Physical Geography, University of Toronto, 1995; M.E.S., Environmental Studies, York University, 1994; B.A. cum laude, English Literature, Duke University, 1991

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-2; Swedish-2

Research Specialization: ecology of rivers and riparian forests; habitat and ecology of salmonid fishes; Linkages between terrestrial and aquatic ecosystems; effects of land use practices on streams and fish habitat; watershed management and restoration ecology

Canadian Content Courses Taught: ESCI 410 Habitat and Ecology of Pacific Salmon and Trout; ESCI 429 Stream Ecology; ESCI 470 Ecological Restoration

Dedicated to Teaching/Research on Canada: 25%

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, Lundgren, N. and J. Helfield. 2011. "Effects of land use and Summer hypoxia on Salish Sucker (*Catostomus* sp.) in British Columbia and Washington." Annual Meetings of the American Fisheries Society, Seattle, WA, September 4-8, 2011.

Grant, Principal Investigator, U.S. Forest Service, "Salish Sucker Distribution Data Gaps and Habitat Characterization," \$19,028, 2013-16.

Grant, Principal Investigator, "Environmental factors affecting transboundary conservation strategies for endangered Salish sucker in B.C. and Washington," Border Policy Research Institute (BPRI) grant, \$22,037, 2010.

Theses/Dissertations Supervised in the Last 5 Years: 4

HODGES, HART, Associate Professor, Department of Economics; Director, Center for Economic and Business Research, (joined Center 2000)

Education: PhD, University of Washington, 1994; MA, Duke University, 1987; BA, Williams College, 1985

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1

Research Specialization: economics

Canadian Content Courses Taught: ECON 140 Ecology and Economy of Salmon Recovery

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Hodges, H. "Going Local and Economic Development: Gaps in the Discussion." *Applied Research in Economic Development* 6.1 (2010): 27-37.

Hodges, H. and S. Knabb. "How Robust is the Relationship between Financial Intermediation and Economic Growth." *Applied Econometrics and International Development* 10.1 (2010).

Academic Experience, Canada Experience, Distinctions:

Associate Editor and Publisher, *Northwest Journal of Business and Economics*

Board member, Pacific Northwest Regional Economic Conference, 2004-present.

President, Association of University Business and Economic Research, 2010-2011.

Participant, Association of University Business and Economic Research conference, 2002-2010.

Association President and board member, Association of University Business and Economic Research, 2010-2011

Theses/Dissertations Supervised in the Last 5 Years: n/a

JIMERSON, RANDALL C., Professor, Department of History; Director, Graduate Program in Archives and Records Management (joined Center 2010)

Education: Ph.D, United States History, University of Michigan, 1977; M.A, United States History, University of Michigan, 1972; B.A, Literature-History, Earlham College, 1971

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a

Research Specialization: archival management; American history

Canadian Content Courses Taught: HIST 391 History of the Pacific Northwest

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Jimerson, R.C. "Values and Ethics," *Journal of Information Ethics*, Fall 2013.

Jimerson, R.C. "Archives and Society: David B. Gracy II and the Value of Archives." *Information and Culture* 48.4 (Fall 2013).

Academic Experience, Canada Experience, Distinctions:

Chair and commentator for sessions at Organization of American Historians, Southern Historical Association, SAA, NEA, NWA, ARMA, Indiana Association of Historians, Phi Alpha Theta Northwest Regional Conference, and other professional meetings, 1982-present

Paper Presentation, "The Provenance of an Archivist," Society of American Archivists, New Orleans, August 2013.

Paper Presentation, "From the Pacific Northwest to the Global Information Society," University of British Columbia, School of Library, Archives, and Information Studies Seminar, Vancouver, BC, February 2012.

Invited Presentation, "'To Transcend Myself': Narcissism and the Digital Attic," International Archives Symposium, University of British Columbia, School of Library, Archives, and Information Studies, Vancouver, BC, February 2012.

Invited Presentation, Keynote Address, "Archival Ethics and the Call of Justice," Mid-Atlantic Regional Archives Conference, Alexandria, VA, May 2011.

Invited Presentation, "Responding to the Call of Justice," University of British Columbia, School of Library, Archives, and Information Studies, January 2010.

Theses/Dissertations Supervised in the Last 5 Years: 22

JOFFRION, ELIZABETH, Associate Professor, Director of Heritage Resources, Western Libraries, Western Washington University

Education: Master of Library and Information Science, University of Maryland, 1997; M.A., American History and Archives and Records Management, University of New Orleans, 1989; B.A., Louisiana State University, 1984.

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): German-1

Research Specialization: Repatriation and shared stewardship of indigenous cultural heritage; archival preservation and management; community archiving and memory

Canadian Content Courses Taught: Graduate courses in archives and special collections that deal with both US and Canadian archival theory.

Dedicated to Teaching/Research on Canada: n/a

Recent Publications with Canadian Content:

Joffrion, E. Entry for Richard C. Berner. *Encyclopedia of Archival Writers (1550-2015)*, Luciana Duranti, ed. Vancouver: University of British Columbia Press. (2018, forthcoming)

Becerra-Licha, S; Bicknell, K ; Eisendrath, A; Joffrion, E., et al. *Collective Wisdom: An Exploration of Library, Archives and Museum Cultures*. Dublin, Ohio: OCLC, 2017.

Joffrion, E. & L. Tom, "Broken Promises: A Case Study in Reconciliation," *Archival Issues*, 37.2 (2016).

Joffrion, E & N. Fernandez, "Collaboration between Tribal and Non-Tribal Organizations: Suggested Best Practices for Sharing Expertise, Knowledge, and Cultural Resources," *American Archivist*, Spring/Summer (2015).

Academic Experience, Canada Experience, Distinctions:

Paper presentation, Joffrion, E. & Cloonan, M. "Advancing Preservation," *Archives Fundamentals III*, Chicago: The Society of American Archivists, forthcoming 2018.

Paper presentation, "Public History of the American West, Frontier, and Borderlands," Western Historical Society, St. Paul, MN, October, 2016.

Paper presentation, "Salish Sea Studies: Integrating Context for Teaching, Research, and Community Engagement," Salish Sea Ecosystem Conference, Vancouver, BC, April 2016.

Paper presentation, "Collaboration between Tribal and Non-Tribal Organizations: Sharing Expertise, Knowledge, and Cultural Resources: A Panel Discussion." Paper presented at the Association of Tribal Archives Libraries and Museums, Washington, DC, September 2015.

Award, Midwest Archivist Conference Margaret Cross Norton/New Author 2018 Honorable Mention Award for "Broken Promises: A Case Study in Reconciliation," published in *Archival Issues*.

Exhibit. War of 1812. Curated by the Canadian War Museum and delivered to Western through the Canadian Consulate in Seattle, 2015.

Exhibit. Photographs of the Canadian Arctic. 2015.

Theses/Dissertations Supervised in the Last 5 Years: n/a

KAMENA, THEODORE H., Lecturer, Department of Political Science (joined Center 1996)

Education: PhD, University of Calgary (Canada), 2001; MA, Western Washington University, 1993; BA, Western Washington University, 1989

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1

Research Specialization: comparative politics; Canada; federalism

Canadian Content Courses Taught: C/AM 200 Introduction to Canadian Studies; C/AM 401 Research: Problem Identification and Development; C/AM 402 Research: Analysis and Writing; PLSC 301 British Parliamentary System; PLSC 406 Canadian Government and Politics

Dedicated to Teaching/Research on Canada: 65%

Recent Publications with Canadian Content: n/a

Academic Experience, Canada Experience, Distinctions: n/a

Theses/Dissertations Supervised in the Last 5 Years: n/a

KOETJE, TODD A, Associate Professor, Department of Anthropology (joined Center 1997)
Education: PhD, University of Tennessee, 1989; MA, State University of New York at Binghamton, 1985; BA, University of Washington, 1983

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-1

Research Specialization: quantitative analysis; spatial analysis; North American/Canadian archaeology

Canadian Content Courses Taught: ANTH 314 Archaeology of North America

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Koetje, T.A. "Spatial Patterning from the Early to Late Mid. Paleolithic." Eds. N. Hidjrati, L. Kimball, and T. Koetje, *The Mid. Paleolithic of the N. Central Caucasus Vol. I*. NOSU Press, Vladikavkaz, Russia. Forthcoming.

Koetje, T.A. "Spatial Patterns from Myshtulagty Lagat (Weasel Cave), North Ossetia, Russia." *Institute of History and Archaeology Research Series*, 12.1. NOSU, Vladikavkaz. In progress.

Academic Experience, Canada Experience, Distinctions:

Western Washington University Summer Field School, Chuckanut Bay, 2005-present.

Paper, "Leukoma Staminea seasonality and growth stages at 45WH55," 2014 Northwest Anthropological Association meetings, Bellingham, WA. 27 March 2014

Poster, with N. Cleghorn, N. Hidjrati, L.R. Kimball, and M. Kanukova, "The Other Last Neanderthal," 76th annual meeting of the Society for American Archaeology, Sacramento, CA. 1 April 2011.

Theses/Dissertations Supervised in the Last 5 Years: 2

LANDIS, WAYNE, Professor, Department of Environmental Sciences; Director, Institute of Environmental Toxicology (joined Center 1989)

Education: PhD, Indiana University, 1979; MS, Indiana University, 1978; BS, Wake Forest University, 1974

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a

Research Specialization: environmental toxicology

Canada Content Courses Taught: ESCI 456 Environmental Toxicology; ESCI 490 Environmental Risk Management

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Apitz, S. E., Backhaus, T., Chapman, P. M., Landis, W. and Suter, G. "Science, antiscience, and environmental decision making: A call to action." *Integrated Environmental Assessment and Management*, 13: 557-559 (2017).

Hines E. and W. Landis. "Regional Risk Assessment of the Puyallup River Watershed and the Evaluation of Low Impact Development in Meeting Management Goals." *Integrated Environmental Assessment Management* 10: 269-278 (2014).

Academic Experience, Canada Experience, Distinctions:

Book Review, "Modeling and simulation in ecotoxicology with applications in Matlab and Simulink." *Integrated Environmental Assessment Management* 9 (2013): 542-543.

Founder and Editorial Board Member, *Integrated Environmental Assessment and Management*, 2003-present. Editorial Board Member, *Human and Ecological Risk Assessments*, 2001-present.

USEPA Science Advisory Board Ecological Processes and Effects Committee, 2005-2011.

Lifetime Achievement Award, Annual International Conference on Soils, Sediments, Water, and Energy, 2012 Elected Member, Puget Sound Partnership Science Panel. 2010.

Theses/Dissertations Supervised in the Last 5 Years: 5

LLOYD, THOMAS, Lecturer, Huxley College of the Environment, Western Washington University; Canada House, Salish Sea Studies Affiliate (joined 2018)

Education: MSc, University of Victoria (Canada), 2011; BS, Natural Resources, Northland College, 2002

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Kwakwaka'wakw (Indigenous Canadian Language)-1; German-2; Nepali-2; English-3.

Research Specialization: Ethnobotany of Northwest Coast of North America

Canadian Content Courses Taught: Northwest Coast Ethnobotany, Natural History of the Pacific Northwest, Indigenous Systems of Environmental Stewardship, Ethnoecology, Wild foods of Southern Vancouver Island

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Lloyd, T. Abe. "Miner's Lettuce (*Claytonia perfoliata*), our Tastiest Green," *Douglasia, the Quarterly Journal of the Washington Native Plant Society*, Seattle WA, 42.1 (2018).

Allan Richardson and T. Abe Lloyd (2014). "Komo Kulshan: The Misnaming of a Mountain," *Journal of the Whatcom Historical Society* 14 (2014).

Lloyd, T. Abe. "Natural and Cultural History of Secret Harbor, Cypress Island, WA." Report for the Samish Indian Nation Department of Natural Resources, Anacortes WA.

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, "Coast Salish Ethnobotany and Lessons for Food System Resiliency," Central Puget Sound Chapter of the Washington Native Plant Society, Seattle, WA, December 7, 2017.

Paper Presentation, "Tools for harvesting, processing, and cooking Indigenous Foods," Burke Museum series "Revitalizing Food Culture from the Cascades to the Salish Sea." Seattle, WA, April 5, 2016.

Paper Presentation, "Wild Foods and Ethnobotany of the Salish Sea Region." Sound Water's Symposium, Clinton, WA, February 6, 2016.

Paper Presentation, "A Coast Salish Feast – Exploring Native Foods." Whatcom Museum Brown Bag Lecture Series, Bellingham, WA, November 19, 2015.

Paper Presentation, "Finding the Border, the History of the NW Boundary Survey: 1857-1862." Whatcom County Historical Society. Bellingham WA, February 13, 2014.

Theses/Dissertations Supervised in the Last 5 Years: n/a

LOPRESTI, ROBERT, Professor, Western Libraries (Librarian for Canadian-American Studies, Huxley College, WWU Map Library, and Government Information) (joined Center 2009)

Education: MLS, Rutgers State University, 1977; BA, Juniata College, 1976

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-2

Research Specialization: Canadian-American government documents and maps

Canadian Content Courses Taught: n/a

Dedicated to Teaching/Research on Canada: 25%

Recent Publications:

Lopresti, R. "Introducing Fifth-graders to Government Publications." *FDLP Connection* 2.1 (2012).

Lopresti, R. & Imholtz, A. "Reckless and Unwarranted Inferences': The US House Library Scandal of 1861." *Library and Information History* (a peer-reviewed journal) 27.1 (2011): 3-16.

Academic Activities, Distinctions:

Paper Presentation, "Becoming an (Almost) All-Electronic Depository," Northwest Government Information Network Spring meeting, Cheney, Washington, May 2014.

President, Northwest Government Information Network, 2013-2014. Program chair, Northwest Government Information Network, 2012-2013.

Award, Derringer Award, Best Short Mystery Story, 2014 Black Orchid Novella Award, Wolfe Pack, 2013

Theses/Dissertations Supervised in the Last 5 Years: n/a

LOUCKY, JAMES, Professor, Department of Anthropology (joined Center 1997)

Education: PhD, University of California, Los Angeles, 1988; MA, University of California, Los Angeles, 1975; BA, Haverford College, 1973

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-3

Research Specialization: international migration; Western North American border regions; North American studies

Canadian Content Courses Taught: ANTH 475 Global Migration; ANTH 476 Borderlands

Dedicated to Teaching/Research on Canada: 15%

Recent Publications with Canadian Content:

Ho, C.G.T. and J. Loucky. *Humane Migration: Establishing Legitimacy and Rights for Displaced People*. Kumarian Press, 2012.

Loucky, J., D.K. Alper, and J.C. Day. *Transboundary Policy Challenges in the Pacific Border Regions of North America*. Eds. University of Calgary Press, 2008.

Academic Experience, Canada Experience, Distinctions:

Invited Presentation, "Realities and Rights of Transcultural Migration," Universidad del Valle de Guatemala, March 2018.

Keynote address, "Help Wanted, Keep Out: The Long History of Dualism in Immigration Policies," City Club of Bellingham, 2013.

Consultant on border, immigration, human rights, and multicultural issues, for attorneys, immigration and juvenile courts, media, school districts, 1985-2018.

Community Engagement Award, Western Washington University, 2012.

Theses/Dissertations Supervised in the Last 5 Years: 3

McLAUGHLIN, JOHN, Associate Professor, Department of Environmental Sciences, Huxley College of the Environment (joined Center 1996)

Education: PhD, Stanford University, 1990; MS, Stanford University, 1987; BA, Northwestern University, 1984

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish-1

Research Specialization: population ecology; conservation biology; wildlife ecology

Canadian Content Courses Taught: ESCI 330 Natural History of the Pacific Northwest

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

McCaffery R, J McLaughlin, K Sager-Fradkin, K Jenkins. "Terrestrial wildlife matter to ecosystem restoration following dam removal." *Ecological Restoration* (in press).

McLaughlin J. "Safe operating space for humanity at a regional scale." *Ecology and Society* (in review).

Gelarden, C. and McLaughlin, J. "Forecasting Avian Responses to Elwha River Restoration." *Ecological Restoration* 31 (2013): 31-45.

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, "Western science opportunities and imperatives for indigenous education." Vine DeLoria Jr. Indigenous Studies Symposium. Northwest Indian College. Bellingham, WA, July 2016.

Paper Presentation, "Knowledge, policy, and action in relations with the natural world: the Indigenous imperative." Vine DeLoria Jr. Indigenous Studies Symposium. Northwest Indian College. Bellingham, WA, July 2015.

Paper Presentation, "Forecasting Avian Responses to Elwha Dam Removals," The Wildlife Society Washington Annual Conference. Tulalip, WA, February 15-19, 2010.

Poster Presentation, "Engaging wildlife in Elwha habitat restoration." Salish Sea Ecosystem Conference. Seattle, WA, April 2014.

Poster Presentation, "Sustaining wild Chinook salmon: Climate change dictates shrinking development." Washington Higher Education Sustainability Conference. Bellingham, WA, February 2014.

Theses/Dissertations Supervised in the Last 5 Years: 1

MOSCATO, DEREK, Assistant Professor, Department of Journalism

Education: PhD, University of Oregon, 2017; MSc, Journalism, University of Kansas, 1996; University of Western Ontario (Canada), History, 1994.

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French 1

Research Specialization: Strategic communication, global environmental communication, public diplomacy, corporate social responsibility, activism, political economy of media

Canadian Content Courses Taught: HNRS 351: Public diplomacy and nation branding; JOUR 407: Public relations case studies; JOUR 397: Environmental public relations and advocacy

Dedicated to Teaching/Research on Canada: 15%

Recent Publications with Canadian Content:

Moscato, D. "The sporting mob as communication crisis: A public relations response to the Vancouver Stanley Cup Riot" in Burns, D. and Rentner, T. (eds.), *You Make the Call: Case Studies in Sport Communication* (Forthcoming).

Moscato, D. (2016). "Media portrayals of hashtag activism: A framing analysis of Canada's #IdleNoMore movement." *Media and Communication* (2016).

Academic Experience, Canada Experience, Distinctions:

Book Review, Cultural resiliency and the rise of Indigenous media. The new media nation: Indigenous peoples and global communication. *Media and Communication* (2015).

Paper Presentation, "Portlandia, Vancouverism, and the rise of sustainable city brands: The promotional culture of Ecotopia." International Communication Association Pre-Conference: The Powers of Promotion- Apprehending the Social and Political Impacts of Promotional Culture. Tokyo, Japan, June 2016.

Communications and Marketing Officer, British Columbia Lung Association, Vancouver, BC, 2001-06.

Theses/Dissertations Supervised in the Last 5 Years: n/a

OUSSELIN, EDWARD H., Professor, Department of Modern and Classical Language (joined Center 2001)

Education: PhD, Ohio State University, 1999; MBA, University of Kentucky, 1991; Maîtrise, Université de Tours (France), 1988; Maîtrise, Université de Tours (France), 1987

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-3

Research Specialization: French cultural studies; film studies; business French

Canadian Content Courses Taught: FREN 201 Intermediate French; FREN 203 Intermediate French; FREN 301 Grammar Review; FREN 302 Written Exposition; FREN 331 Civilization and Culture of France; FREN 341, Introduction to French Literature II; FREN 342 Introduction to French Literature III; FREN 385 Culture and Conversation; FREN 401 Elements de Stylistique; FREN 425 Teach-Learn Elementary French; FREN 460 French Cinema

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Ousselin, E.H. *La France : histoire, société, culture*. Toronto: Canadian Scholars' Press. (forthcoming 2018)

Ousselin, E.H. *La grammaire pour le dire*. San Diego: Cognella, 2017.

Ousselin, E.H. *Liaisons: An Introduction to French* (contributing author). Boston: Cengage Heinle, 2012.

Academic Experience, Canada Experience, Distinctions:

Editor in Chief, *The French Review*, 2010-present. Review Editor, Creative Works, 2005-10.

Editorial Assistance Grants - The French Review, Office of Research and Sponsored Programs, Western Washington University, 2010-12; 2005-07.

Palmes académiques awarded by the French Ministry of Education, 2010

Theses/Dissertations Supervised in the Last 5 Years: n/a

PAGH, NANCY, Senior Instructor, English Department (joined Center 1997)

Education: PhD, Interdisciplinary Studies, University of British Columbia (Canada), 1996; MA, University of New Hampshire, 1991; MA, University of New Hampshire, 1989; BA, Pacific Lutheran University, 1985

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1

Research Specialization: Canadian literatures; women and environment

Canadian Content Courses Taught: ENG 350 Introduction to Creative Writing; ENG 353 Introduction to Creative Nonfiction Writing; ENG 354 Introduction to Poetry Writing; ENG 458 Nonfiction Writing: Salish Sea

Dedicated to Teaching/Research on Canada: 50%

Recent Publications with Canadian Content:

Pagh, N. *Write Moves: A Creative Writing Guide & Anthology*. Calgary: Broadview Press, 2016.

Pagh, N. "Tents" and "Eels." *RHINO* 2014.

Pagh, N. "Tides" and "Cuttings." *Canadian Literature* 218 (2013).

Pagh, N. "Cuts" and "Rivers." *Crab Creek Review* 30th Anniversary Issue 26 (2013).

Pagh, N. "Oars." *Valparaiso Poetry Review*, Spring (2013).

Pagh, N. "Quilts" and "Ceilings." *Conversations across Borders*, May (2013).

Academic Experience, Canada Experience, Distinctions:

Reading, Crab Creek Review 30th Anniversary Reading, Association of Writers and Writing Programs Conference. Seattle, WA, February 2014.

Reading, Floating Bridge Press 20th Anniversary Reading, Association of Writers and Writing Programs Conference. Seattle, WA, February 2014.

Reading, "Riffing, Emulation, and Po-Jacking: A Reading with Suggestions for Student Prompts." Canadian Creative Writers and Writing Programs conference, Humber College-Lakeshore, Toronto, Canada. May 10-13, 2012.

Workshop, "Eating Poetry." Workshop scheduled for Field's End Writers' Conference, Kiana Lodge, Bainbridge Island. April 17, 2010.

Award Nomination, Pushcart literary prize, Pushcart editorial selection, 2013.

Theses/Dissertations Supervised in the Last 5 Years: n/a

ROEHL, THOMAS W., Associate Professor, Business Administration, MBA Program, Department of Management (joined Center 1999)

Education: PhD, University of Washington, 1983; MA, University of Oregon, 1969; BA, Valparaiso University, 1967

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Japanese-3

Research Specialization: international business; Asian business

Canadian Content Courses Taught: IBUS 473 International Trade Operations

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content: n/a

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, "Relationships as an Innovative Network," Stanford Conference on Japanese Innovation and Entrepreneurship, April 2011.

Paper Presentation, "A Comment on the Nature of Entrepreneurship in Japan," Stanford Japan Entrepreneurship Conference, February 2010.

Symposium, "Japanese Values and Institutions: Do They Still have the Value They Once Had for Firms in a Globalized Economy," Korea Japan Competitiveness Symposium, July 2011.

Editorial Board Member, *Journal of International Business Studies*, 2006-2007, 2009-present.

Editorial Board Member, *Journal of International Business and Economics*, 1999-present.

Editorial Board Member, *Journal of Asian Business Studies*, University of Michigan, 1993-present.

Theses/Dissertations Supervised in the Last 5 Years: 3

SAPIN, JULIA, Professor, Department of Art and Art History (joined Center 2003)
Education: PhD, University of Washington, 2003; MA, University of Washington, 1994; MA, University of Washington, 1991; BA, University of Texas, 1986
Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1, Japanese-3, Spanish -1
Research Specialization: Asian, Pacific, and Native American art history
Canadian Content Courses Taught: A/HI 310 Indigenous Arts of the Pacific Northwest
Percentage Teaching/Research Dedicated to Canada: 25%
Recent Publications with Canadian Content: n/a
Academic Experience, Canada Experience, Distinctions: n/a
Theses/Dissertations Supervised in the Last 5 Years: n/a

SELTZ, JENNIFER, Assistant Professor, Department of History (joined center 2012)
Education: PhD, University of Washington, History; MA, University of Washington, History; BA, Brown University, History/Literature and Society
Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): n/a
Research Specialization: US History, Pacific Northwest & Indigenous History, Women's History
Canadian Content Courses Taught: HIST 391 Pacific Northwest History; HIST 490 PNW Energy History

Dedicated to Teaching/Research on Canada: 25%
Recent Publications with Canadian Content:

Green, L; McKiernan-Gonzales, J; Summers, M; Seltz, J. "Complicating Colonial Narratives: Medical Encounters Around the Salish Sea, 1854-1878," *Precarious Prescriptions: Contested Histories of Race and Health in North America*. Minneapolis: University of Minnesota Press, 2014.
 Graybill, A; Johnson, B; Seltz, J. "Epidemics, Indians, and Border-Making in the Nineteenth-Century Pacific Northwest," *Bridging National Borders in North America*. Durham: Duke University Press, 2010.

Academic Experience, Canada Experience, Distinctions:

Member, Scott Fellowship Committee, WWU Libraries (2017-2018)
 Member, Undergraduate committee, History Department (2014-2015)
 Member, Executive Committee, History Department (2013-2014)
 Paper Presentation, "Boundary Violations: Disease, Medicine, and Indigeneity Across the U.S.-Canada Border," Organization of American Historians. St. Louis, April 2015.
 Paper Presentation. "Precarious Prescriptions: Contested Histories of Race and Health in North America." Organization of American Historians. Atlanta, GA, April 2014.

Theses/Dissertations Supervised in the Last 5 Years: n/a

SINGLETON, SARA, Associate Professor, Department of Political Science (joined Center 2001)
Education: PhD, University of Washington, 1994; MA, University of Washington, 1989; BA,
University of Washington, 1981

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-1

Research Specialization: Environmental Politics and Policy; American Politics; Public Policy

Canadian Content Courses Taught: C/AM 489 Managing International Ecosystems; PLSC 420
Environmental Politics.

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Singleton, S. "Native People and Planning for Marine Protected Areas." *Coastal Management: The international journal of marine environmental resources, law and society*. 37.5 (2009): 421-440.

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, "Governing Complex Environmental Commons," Pacific Northwest Political Science Association. Vancouver, B.C., October 2013.

Manuscript Reviewer, Perspectives on Politics, Journal of Theoretical Politics, Environment and Development, Conservation and Ecology, Duke University Press, Westview Press and Congressional Quarterly Press.

Committee Member, Sustainability Committee, Western Washington University, 2005-present.

Theses/Dissertations Supervised in the Last 5 Years: 2

STANGER, NICHOLAS, Assistant Professor, Environmental Education (joined Center 2014), Co-Director of Redfish School of Change: Sustainability in the Salish Sea

Education: PhD, Curriculum Studies, University of Victoria, 2014; MA Environmental Education & Communication, Royal Roads University, 2007; BA, Natural Resources, University of British Columbia, 2002

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent):

Research Specialization: Environmental education, Environmental and educational psychology, human-environment connections, learning within environmental refugees and displaced populations, complexity theory and education, systems thinking and resiliency, Indigenous worldviews, mindfulness and ecology, and sense of place.

Canadian Content Courses Taught: EDCI 453/454 Environmental Education for Elementary Educators; ED-P 499 Transformative Inquiry; ED-D 337E Ecology for Teachers

Dedicated to Teaching/Research on Canada: 75%

Recent Publications with Canadian Content:

Stanger, N.R.G., & Beauchamp, J.V. "Panarchy, transformation, and place: Exploring social change and resiliency through an ecological lens." *The Trumpeter* 31:1 (2015).

Tanaka, M. T., Tse, V. V., Stanger, N. R. G., Piché, I., Starr, L., Farish, M., & Abra, M. "The edge of counselling: Mindful negotiation of emotions towards transforming learning~teaching" In L. Thomas (ed.), *Becoming Teacher: Sites for Development of Canadian Teacher Education*, pp. 469-502, (2014).

Stanger, N. R. G. "When despair grows in us: Emotional learning in (trans)formative places." *Canadian Journal of Environmental Education* 21 (2016): 145-162.

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, with R. Hilperts. "Redfish School of Change: an International field school focused on socioecological movements in the Salish Sea." Salish Sea Ecosystem Conference. Seattle, 2018.

Paper Presentation, "The case for environmental refugee inclusion in environmental education." Paper presented at World Environmental Education Congress. Vancouver, BC, 2017.

Paper Presentation, with R. Hilperts. "Learning to lead in the Salish Sea: the Redfish School of Change." Salish Sea Ecosystem Conference. Vancouver, BC, 2016.

Theses/Dissertations Supervised in the Last 5 Years: n/a

TAG, SYLVIA, Librarian, Associate Professor (joined Center 2010)

Education: M.L.I.S., University of Iowa; B.A., The Colorado College

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French-2

Research Specialization: children's literature

Canadian Content Courses Taught: n/a

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Sylvia, T. "Inquiry Workshops: Integrating Research and Writing Across the K-20 Continuum." *LOEX Conference Proceedings*, May 2015.

Sylvia, T. "Theme-based Information Literacy Instruction." *College & Undergraduate Libraries* 18.4 (2011): 319-332.

Academic Activities:

Paper Presentation, "Nonfiction Children's Literature and the Common Core." North Sound Reading Association, January 2013.

Poster Session, "Controversy & Vision: Pairing Historical and Contemporary Children's Literature," National Council for the Social Studies. Seattle, WA, November 2012.

Theses/Dissertations Supervised in the Last 5 Years: n/a

VAN HUIZEN, PHILIP, Visiting Assistant Professor, History Department (since 2017)

Education: PhD, University of British Columbia, 2013; MA, University of British Columbia, 2007; BA, King's University (1999).

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French - 2

Research Specialization: Canadian-U.S. Energy and Environmental History, Pacific West

Canadian Content Courses Taught: Hist 277: Canadian History; Hist 278: Multiculturalism in Canada; Hist 390: Memory, Myth, and Meaning in Canadian History; Hist 379: Canadian-American Relations; Hist 390: Energy and the Environment in Canada; Hist 393: Introduction to Public History; Hist 490: Constructing Modern Canada, 1945-75

Dedicated to Teaching/Research on Canada: 95%

Recent Publications with Canadian Content:

Van Huizen, P and McKercher, A. eds. *Undiplomatic History: Rethinking Canada and the World* Montreal-Kingston: McGill-Queens University Press, forthcoming.

Van Huizen, P and McKercher, A. "Rethinking Canada and World: A New International History." Asa McKercher and Philip Van Huizen, eds. *Undiplomatic History: Rethinking Canada and the World* Montreal-Kingston: McGill-Queens University Press, forthcoming.

Van Huizen, P and Clayton, J. "Water Power Before Hydroelectricity," in Sandwell, Ruth, ed. *Powering Up Canada: Essays on the History of Heat, Light, and Work from 1600* Montreal-Ottawa: McGill-Queen's University Press, (2016): 185-210.

Academic Experience, Canada Experience, Distinctions:

Paper Presentation, "Rethinking Canada and the World," *Undiplomatic History: A Symposium on Canadian International History*. McMaster University, Hamilton, ON, April 2017.

Paper Presentation, "The Historical Nature of Canadian Energy Networks," Canadian Historical Association Conference. Calgary, June 2016.

Paper Presentation, "Alberta Surface Rights and the Canadian-U.S. Petroleum Network," American Society for Environmental History Conference. Washington DC, March 2015.

Paper Presentation, "'Conservationists Across the Border': Creating the High Ross Dam Controversy in Seattle and Vancouver," University of Alberta, History and Classics Speaker Series. November 2014.

Award, American Historical Association, Pacific Coast Branch W. Turrentine Jackson Award for the Best PhD Dissertation on the North American West, 2014.

Theses/Dissertations Supervised in the Last 5 Years: n/a

WANG, GRACE, Professor, Department of Environmental Studies (joined Center 2002)
Education: PhD, University of Minnesota, 1997; MS, University of Minnesota, 1994; BS,
University of California, Berkeley, 1991

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent):

Research Specialization: natural resource policy

Canadian Content Courses Taught: ENVS 304 Environment and Resource Policy

Dedicated to Teaching/Research on Canada: 25%

Recent Publications with Canadian Content:

Wang, G. "Creating a Sustainability Curriculum at a Regional Liberal Arts University," Challenges and Successes *Journal of Sustainability Education*. Forthcoming.

Winter, P.L., G. Wang, and G.T. Cvetkovich. "In Charge or in the Lead? Reflection on Community Residents' Perspectives on Fire Management as an Example of Citizen Response to Risk." Forthcoming.

Wang, G., P.L. Winter, and G.T. Cvetkovich. "The Relationship between Agency Trust and Proximity to National Forests: Reflections on Wildland Fire Management in the Sequoia National Forest." Forthcoming.

Cocksedge, W., E. Keller, A. Mercer, and G. Wang. "Managed Access to Non-Timber Forest Products on Private Land and Eligible Tenures." The Centre for Non-Timber Resources, Royal Roads University. 21 pp. 2011.

Academic Experience, Canada Experience, Distinctions:

Session Moderator, Lessons and Perspectives in Advancing Sustainability Literacy, Washington Higher Education Sustainability Conference, Bellingham, WA, February 6-7, 2014.

Session Moderator, Sustainability Initiatives in Higher Education, International Symposium on Society and Resources Management, Estes Park, CO, June 4-8, 2013.

Paper Presentation. "The Relationship between Agency Trust and Proximity to National Forests," International Symposium on Society and Resources Management. Madison, WI, June 4-8, 2011.

Grant, Embassy of Canada Conference Grant, Government of Canada, Department of Foreign Affairs and International Trade. \$10,000, 2009.

Theses/Dissertations Supervised in the Last 5 Years: 2

WARBURTON, THERESA, Assistant Professor, Department of English (joined Center 2018)

Education: PhD Gender Studies, University at Buffalo, 2014; MA Humanities, University of Chicago, 2008; BA Philosophy, Trinity College, 2007.

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French - 2

Research Specialization: Native and Indigenous Studies; Native and Indigenous Literatures; Pacific Literatures; Gender and Sexuality Studies; Anarchist Studies

Canadian Content Courses Taught: Native and Indigenous Literatures; Indigenous Feminisms Across Turtle Island

Percentage of Time Dedicated to Teaching Canada: 25%

Recent Publications with Canadian Content:

Warburton, T. *The Politics of Make Believe: Answering Native Women's Writing in Contemporary Anarchist Movements*. (Forthcoming, Northwestern University Press)

Warburton, T. "'A Similar Place': Resistance and Existence in Black and Native Women's Contemporary Memoir." *Cultural Studies <=> Critical Methodologies* special issue on *Settler Colonialism and Cultural Studies: Ongoing Settlement, Cultural Production, and Resistance*, February 2017.

Theses/Dissertations Supervised in the Last 5 Years: 3

PROFESSIONAL STAFF RELEVANT TO THE TRAINING PROGRAM

BROADHURST, GINNY, Director of the Salish Sea Institute, appointed 2017, 1 FTE

Education: MMA, University of Washington School of Marine Affairs and Environmental Affairs, 1990; BS, Environmental Conservation, University of New Hampshire, 1985

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French - 1

Professional Experience: 10 years as Executive Director of Northwest Straits Commission, Washington Department of Ecology; 4 years as Program Manager of Northwest Straits Commission, Washington Department of Ecology; 7 years Marine Protection Specialist, Puget Sound Action Team, Office of the Governor; Member, Statement of Cooperation Work Group (international between BC and WA), 2008-2016; Member of Government Advisory Group to US Environmental Protection Agency to provide advice to the Administrator on issues related to the North American Agreement on Environmental Cooperation (2012-2016).

Contributions to Strength of the Program: lead administration of the Salish Sea Ecosystem Conference; regional speaker and convener to address critical issues facing the Salish Sea; supports relational infrastructure to address transboundary environmental issues in Salish Sea international ecosystem; manages Salish Sea Institute advisory board, comprised of representatives from Washington, British Columbia, and tribal and First Nations communities.

BROBST, JOSEPH A., External Evaluator, Pacific Northwest National Resource Center on Canada, appointed 2014, 0.2 FTE

Education: Ed. D., University of Delaware: Educational Leadership, 2014, Curriculum, Technology, & Higher Education; University of Delaware, Education M.A., 2008, Curriculum & Instruction - Science Education University of Delaware, Biological Sciences, B.S., 2003

Research Specialization: educational research and program evaluation

Professional Experience: 7 years of experience (5 years post-doctorate) conducting evaluation activities for programs sponsored by National Institutes of Health, National Science Foundation, Office of Naval Research, and U.S. Department of Education

Contributions to Strength of the Program: works with faculty and staff at WWU and UW to develop and execute plans for data collection, analyses, and reporting as part of Center's formative and summative evaluation processes

HART, CHUCK, Program Manager, Canada House Programs, appointed 2003, 1 FTE

Education: BA, Western Washington University, 1976

Professional Experience: 30 years at WWU working in the area of student services and Admissions

Contributions to Strength of Program: Academic advisor and Associated Students Club advisor to students enrolled in the program; liaison to WWU Admissions to advise, promote and educate high school and community college students about our program, international studies and the university in general; maintain Center's budgets and serve as the information connection between students, faculty, university departments and the public at large and administrate the day-to-day functions of the Center

MUSONDA, RUTH, Program Assistant, Canada House Programs, appointed 2016, 1 FTE

Education: MCS, Regent College (Canada), 2007; BS, Biola University, 1998

Foreign Language Competence: French - 1

Professional Experience: Twelve years working in Higher Education academic support and student services, including Admissions, Registrar's Offices, Student Conduct, and Program Support.

Contributions to Strength of Program: Provide support to daily administrative functions of the Center, including programming preparation, conference/meeting scheduling, and budget reconciliation and tracking

SWEET, KYLA

Education: BA, Portland State University, 2007; MLIS, University of North Carolina-Chapel Hill, 2010.

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): French - 3

Professional Experience: 8 years experience as School Librarian, French American School of Puget Sound; 4 years experience as Archive Assistant (Duke University, University of North Carolina – Chapel Hill, Portland State University); 2 years experience Program Information Assistant, Government of Canada, 2002-2004.

Contributions to Strength of Program: Collaborates directly with teachers to integrate Canadian pedagogy, history, geography, and culture; delivers quality information and programs in-person and via the internet with web resources and social media outreach; plans and executes Study Canada; exhibits and presents at national and state level conferences across multiple subjects; facilitates transboundary relationships between US and Canadian educators; works with French Language teachers to provide French Canadian resources; develops Salish Sea and Arctic environmental resources lesson plans and resources; collaborates with Woodring College of Education and local school and public librarians to further extend Study Canada's reach; offers workshops and seminars throughout the year

TRAUTMAN, LAURIE, Director, Border Policy Research Institute, appointed 2015, 1 FTE

Education: PhD Geography, University of Oregon, 2014; MSc, Geography, Montana State University, 2006; BA, Environmental Economics, 2001

Language(s)/Level Proficiency (1=basic, 2=intermediate, 3=fluent): Spanish - 1

Research Specialization: US – Canada border policy, trade, transportation, security, human mobility

Professional Experience: Board member, Association of Borderlands Studies; member of Pacific Northwest Economic Region, co-chair of Border Working Session and member of Preclearance Taskforce; member of Bellingham Cross-border Committee and International Mobility Trade Corridor; publishes Border Policy Briefs and reports; WWU Community Engagement Fellow

Contributions to Strength of Program: engages in promoting cooperation between the U.S. and Canada in a variety of settings, including academic conferences, government working groups, and think tank forums; connects academic research on Canada and the border to the broader world of policy experts; creates primary data that helps to inform both border policy and education about Canada in the U.S.

PACIFIC NORTHWEST NRC FOR THE STUDY OF CANADA
APPENDIX 2C: POSITION DESCRIPTIONS

Managing Director, N. Fabbi..... (30% of 1 FTE) \$27,372

The Managing Director is essential to the project. This full-time position provides oversight for all aspects of the project including: management of all program planning activities including communication with faculty, collaborating community colleges, off-campus units; planning and providing of all activities including all communications, logistics, budgeting; chairing the interdisciplinary minor in Arctic Studies; writing grants and fundraising; teaching and public lectures; advising for students and student theses; representing the Center locally, regionally and nationally; working with librarians to build Canada collections and subject guides; working with FLAS Coordinator on recruitment, identification of instruction in least-commonly taught languages, and retention; working with the Consortium evaluator on designing evaluation tools and reporting; editing of Center publications, videos, podcasts; maintenance of communication with Western Washington University; supervision of staff. Salary is commensurate with duties, responsibilities, skills, education level, knowledge base. 70% of the Managing Director's salary is paid by the College of Arts and Sciences.

Education and Curriculum Specialist, K. Sweet..... (100% of .5 FTE) \$27,520

The Education and Curriculum Specialist position is critical to maintaining the Absolute Priority of the Title VI program – teacher training activities in French, Canadian Studies, and the thematic focus of our Consortium. This half-time position oversees all K-12 outreach activities, including: designing and coordinating the K-12 Study Canada Summer Institute and regular 1-day professional development workshops; building and maintaining the K-12 Study Canada website and social media; developing and disseminating resource guides and lesson plans for K-12 educators, including a regular newsletter; consulting by phone, email, and in person with K-12 educators regarding integration of Canadian content in classroom materials; representing the Consortium at regional and national conferences; communication with Woodring College of Education faculty and faculty from other departments regarding the Since Time Immemorial curriculum and other areas of strategic collaboration. Salary is commensurate with duties, responsibilities, skills, education level, knowledge base.

Program Coordinator, M. Keo (50% of .5 FTE) \$12,464

The Program Coordinator balances the Center's budgets on a monthly basis; handles all the fiscal paperwork including salaries, professional development fees, payment of student exchange fellowships; keep a record of faculty's activities including grants awarded, recognition, and publications; maintain all Center communications including designing the Consortium's monthly e-news, getting all Center and faculty activities onto the website, and notifying students and faculty of courses, funding and publishing opportunities; and maintains all Center records including an annual listing of Center activities and participation rates, and courses offered and enrollments. This position is essential to the running of a successful Title VI Center. 50% of the Program Coordinator's .5 FTE salary is paid by the College of Arts and Sciences.

Director of Fellowships (FLAS Coordinator), R. Davis (5% of 1 FTE) \$3,586

The FLAS Coordinator provides oversight of the FLAS Program for all eight Title VI Centers in the Henry M. Jackson School of International Studies. Duties include: overseeing all recruitment

efforts for the FLAS program; setting the timeline for applications; overseeing the online application form; providing all FLAS committees with information on US Department of Education priorities and requirements; maintaining ongoing communication with FLAS Fellows; working with the Consortium to facilitate increased least-commonly taught language study in Canadian First Nations and Inuktitut language studies; maintaining all communication with FLAS Fellows; overseeing all IRIS reporting; disseminating funding to FLAS Fellows. This position is critical to a successful FLAS program particularly in recruiting applicants in least-commonly taught languages and ensuring their success. 95% of the FLAS Coordinators salary is paid by other Title VI Centers and the College of Arts and Sciences.

Database Manager, D. Craig..... (7% of 1 FTE) \$3,060

The Database Manager works with the Title VI Centers in the Henry M. Jackson School of International Studies to collect data necessary for our evaluation activities and reporting. The Database Manager collects the data for the yearly federal reporting; builds and maintains the online FLAS application; builds and maintains other scholarship and fellowship applications (Canada Corbett Exchange application and Killam Foundation application); develops and builds surveys; develops and manages database schema to manage faculty, courses, events, alumni, students, jobs, and media information; prepares annual Faculty reports; manages content and support processes for databases; provides consultative support to the associate directors of the National Resource Centers and Student Services on information system best practices and identifies redundancies; provides Canadian Studies Center with all course lists, enrollments, placements. The Database Manager is necessary in order for the Consortium to have the data necessary for effective evaluations and reports. 95% of the Database Manager's salary is covered by the other Title VI Centers in the Jackson School and the College of Arts and Sciences.

External Evaluator, E. Phippen.....(total compensation annually) \$13,000

The External Evaluator works with the Consortium to design, direct, collaborate on, and write reports on research studies focused on our instructional program, outreach activities, and placement. The External Evaluator serves as an advisor to the Consortium assisting us in improving our effectiveness via ongoing evaluation, reporting and strategic planning. The External Evaluator is necessary in order for us to achieve the required ongoing evaluation for a Title VI grant. The compensation for the External Evaluator is less than 10% of our overall budget and therefore reasonable in cost.

Work Study Students..... (40% of 300 hrs.) \$1,920

Work Study Students are essential to the successful running of the Consortium. They provide assistance in maintaining our contact list, our website, photocopies needed for courses and programs, organization of Center files, getting our publicity for our events, assisting with events, and all other duties that fall outside the parameters of the other Consortium personnel. 60% of the hourly salary for work study students is covered by the University.